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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

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A New Curriculum *planned for the* NEGLECTED 60%

By

WARREN W. COXE

WHAT KIND of secondary-school curriculum would we develop if we did not have our traditional subject-matter fields to fall back upon for a pattern? A small group of research workers in education raised this question recently when reviewing the results of a study of high-school drop-outs and high-school graduates. They had gathered data about the pupils and further data about the communities in which they lived.

The group for which these research workers were trying to develop a curriculum may be roughly described as follows:

It constitutes on the average about 60 per cent of a high-school-age group. All of the pupils in this group will find their

terminal education in the high school, some of them dropping out before graduation. None of them will be interested and capable of finishing any of the vocational courses training for the highly skilled occupations. On the basis of present scholastic standards they generally make the poorest grades and are retarded. Their I. Q.'s range up to average, with a mean of about 90.

More members of this group go to work in the local community than of the other 40 per cent who continue their education or are trained for a skilled occupation. While the 60 per cent may go into a wide range of occupations, they are more likely to go into automotive service, domestic service, and manual labor than the rest of their high-school associates.

Sufficient differences were found in the communities from which these pupils came to warrant saying that any curriculum must be adapted to local conditions. However, certain conditions which were found in all communities make it possible to suggest a broad outline which might be generally followed.

On the average, one could say that nearly two-thirds of the income in each community studied is derived from the community itself, either in the form of cash originating in the community from the sale of goods and services, or from non-cash sources, including home production. The large extent

EDITOR'S NOTE: *The curriculum explained in this article was developed by a group of research workers in education to fit the needs of the 60 per cent of high-school pupils who make the poorest grades, will not continue their educations past high school, and often drop out before graduation. The author is director of the Division of Research of the State Department of Education, Albany, N.Y. He said that he had received so many requests for information on the program that in self defense he hoped the facts could be made available in THE CLEARING HOUSE.*

to which a community is self-sufficient even in these days of extensive interchange of goods over long distances implies an obligation upon the school to work for community welfare as well as to give the individual pupil a saleable training.

It became obvious very soon that the traditional high-school offering was not adequate for this group of pupils. More as an exploratory exercise than as an attempt to arrive at practical recommendations, the research workers addressed themselves to the question: What kind of education do our data indicate this group should have while in high school?

In an attempt to get away from traditional subject matter, they decided not to use any of the usual terminology. The result was an outline with eight fields of study, as follows: (1) planning one's life, (2) living with others, (3) how other people live, (4) home activities, (5) training in skills and techniques, (6) health, (7) work experience, (8) avocational and hobby interests.

Study in each of these fields would continue through two or more years, the topics in any particular field being integrated with the topics of other fields studied during the same period. The subject matter under "training in skills and techniques" might be organized as a number of short courses or courses of indefinite length, the individual finishing a course whenever he gained a degree of proficiency necessary for him at his stage of development.

Each one of these eight fields of study will be discussed to indicate the content which it is thought would be appropriate to it.

1. *Planning one's life.* This field is the core around which the other seven fields may be integrated. In it budgets would be studied—budgets for different income levels, for people who are single, for married couples, and for families of different sizes. One's probable income at different periods of life might be explored. This

would take into consideration the limitations of training and experience, the income distribution of other people in the community, and the increases which come from promotion. It would include a study of the kinds, costs, and purposes of life insurance. One would study the advantages of owning and of renting a home, the conditions under which an automobile may be justified and its expense, the way in which time can be used to best advantage for work, sleep, recreation and study.

The student would be led to consider the interests and associations which he will wish to develop, including church interests, membership in social groups, labor unions, fraternities, etc. This might be the best place to study occupational opportunities along with the education required for each and the probable income. It would be well to study the choosing of a marriage partner and planning for a family.

There should be discussion of the relative values of following a selfish versus a service ideal. At various points in this field of study there would be opportunities for self-appraisal—weighing one's strengths and weaknesses in their relation to planning.

2. *Living with others.* As this field parallels the first very closely, there should be considerable integration of the two. "Living with others" would involve a study of the organizational life of the community, and possibly of the state and nation. It would study the areas in which cooperation has been developed in the community and the possibility of a further development of cooperation. It would consider the question of leadership—what makes a leader, what is the need for leaders in the community, the possibility of a person being a leader in certain groups and a follower in others, the responsibilities of leaders and of followers.

The large question of the meaning of citizenship and the form of the mechanism of our government would be included. It would be highly important in the latter years of the course to study quite intensively

the economic life of the community and the treatment of minority groups. To give all the topics a significant pattern, there might be a historical study of the development of democratic living.

3. *How other people live.* With some background gained from study of the first two fields, one could then intelligently study how people live in other parts of our country, how people on different economic levels live, how people live in other parts of the world, the advantages of living in the country versus the city, how one would select a community in which to live. One might then consider ways in which the advantages that have been noted in other communities can be developed in one's own community.

This phase of study should emphasize the impact of conditions of living in other parts of the world upon our own. It should result also in a clearer idea as to how to adjust oneself to the conditions of living in one's own community.

4. *Home activities.* This field of study should be offered to both boys and girls with differentiation of some of the topics. It should broadly cover questions of food and diet, and the care and repair of the house and its equipment. It should deal with clothing selection and clothing repair, with the care of the sick, with child care and development, and should consider the influence of technological development upon the home.

There might also be topics on social activities and recreation in the home; home finances; consumer economics, including the evaluation of advertising; home gardening; and insurance of various kinds other than life insurance.

5. *Training in skills and techniques.* It is expected that as other subject fields in this program are taken up, the need for developing skills of one kind or another will become evident. The incentive to develop a skill is greatest when its need is felt.

The skills which might be developed

would cover a wide range, but they might be grouped for convenience under occupational and manual skills, communicational skills, recreational and avocational skills, and problem-solving skills. We would expect to find here training in writing, in speech, in handwork techniques, in art, music and literature, in mathematics and other subjects as they aid one in problem-solving.

Each course should be organized on a very flexible basis, with definite requirements for entrance and with definite, clear-cut statements of the proficiency gained when a course is finished. Courses might be of varied lengths, depending upon the needs and abilities of pupils.

6. *Health.* The material covered in this field will not vary much from that now studied in the schools. It involves all those activities on which the maintenance of health depends, including medical advice, the physical-education program, learning about the function of the body and how to care for it, and the effect of certain foods and drugs upon the body.

7. *Work experience.* It would be highly desirable to provide a wide variety of work experience so that pupils could select those which will be of most help to them. The fundamental ideas back of such experience would be those of recognizing community needs and helping to solve them, of the discipline which comes from making a contribution that will meet socially acceptable standards of performance, and of finding an outlet for some of the interests which have been developed in subject-matter courses.

Following are a few suggestions for activities which might be offered. The students might remodel a whole house or build a new one and sell or rent it. The school might operate a nearby farm. Pupils might run an employment agency for the community, or operate a child-care unit. It might be possible for the students to have a large part in running the cafeteria, pos-

sibly in running a barber shop, and in some instances where a need exists, in operating a small factory.

8. *Avocational and hobby interests.* These activities would not be carried on for the purpose of developing skills, but rather to afford opportunities for self-expression. There would be glee clubs, orchestras, various clubs, work shops, additional time in the physics or chemical laboratories, etc. As pupils develop interest in particular avocations, it is probable that the need for additional skills will be felt. For example, a boy playing a violin in an orchestra may come to the point where he feels the need for more training. He should be able to get it under "Training in Skills and Techniques".

This outline of a high-school curriculum has been reviewed with a number of people interested in education for the purpose of getting criticisms which might lead to a further refinement. Three of the comments which have been received to date will be reported.

The outline was checked by an anthropologist. After studying it for a short time he made the comment that it had all the elements which an anthropologist consid-

ered essential to a culture. These elements he considered to be five in number: arts of communication, material arts, aesthetic arts, social arts, and intellectual arts.

The outline was reviewed by two men primarily responsible for the administration of secondary education. Both pointed out that all of the things included in the outline were already being taught under our present subject-matter headings in the better schools.

In the third instance the outline was reviewed at a meeting of vocational supervisors. The response was that if high schools ever put such a program into effect, there would no longer be drop-outs.

This outline is far from complete and many will consider it impractical at the present time. It represents, however, an attempt to meet our current social and economic situation, without reference to our traditional program. It seems particularly pertinent to offer such an outline today because there is a general feeling of unrest concerning our present high-school program. Many of us feel that a change is sure to come in the years immediately ahead of us. Possibly this outline will indicate some of the changes which may be worth consideration.



Pupil-Operated Study Halls

In place of a single study hall used by traditional high schools, the larger classrooms seating an average of sixty students are utilized in Solomon Juneau High School, Milwaukee, Wisconsin. In a single period, three to six such halls are occupied. Students come here from their classes and set about their tasks, each respecting his fellow's rights to quiet study and freedom from disturbance. A student leader regulates privileges. The mechanics of procedure move harmoniously in each of the thirty to forty halls used throughout the day for this purpose.

One member of the faculty acts in an advisory capacity. The responsibility of this individual is to meet with the student steering committee to smooth

out difficulties that arise in disposing of offenders who persist in infraction of the rules. The adviser meets with this committee once a week in order to check the progress, to receive reports, and to advise along lines of necessary procedure.

The biggest job of this committee and the faculty adviser is to *sell* the idea of student-directed study halls and to keep it sold. The slogan is "Don't tell them! Sell them!" There must be no forceful feeding. The students must want the set-up or the projects defeats itself. Sell the group and they will sell the individual. Psychology is a vital part of selling. In a high-school organization, both child and adult psychology must be used.—*Character and Citizenship.*

AN ACCELERATED HEADACHE

*Why the speed-up program
did not work in Aberdeen*

By CHARLES J. DALTHORP

IN JANUARY 1944, the Aberdeen, S.D., Board of Education urged the inauguration of some form of accelerated program for the senior high school which would permit superior students to complete the regular three-year secondary-school course in two years.

This request came because superior students were drifting through high school without exerting themselves or working to their intellectual limit under a curriculum geared to the ability of the average pupil; and because the wartime draft law was hustling boys into the armed services soon after they finished high school and in most instances before they had started college.

After several discussion meetings among the faculties of the junior and senior high schools, it was decided that students with intelligence quotients above 115, with good work habits, and with "work commendable" records for achievement would be able to handle a three-year program crowded into two years. Chosen for the program were four areas of work in English, history, science, and mathematics. The English included grammar, composition, English and American literature, and speech English. Science covered geometry, trigonometry, advanced algebra, and solid geometry. History included world history,

American history and government, sociology, and economics.

The program was planned so that all work could be done under a laboratory and workshop plan. The courses were briefed in manuals which presented units and blocks for achievement, with maximum time limits designated for each unit and block. Each unit was broken down into several workshop assignments. After a unit of work had been completed, the pupil took an examination on that unit. Students were required to complete each assignment with not less than a "B" grade. When they worked in laboratories, they were given their assignments, and each proceeded at his own pace. After an area of work had been completed, a comprehensive, new-type written examination was given, covering the entire area of work.

The setting for the program was a large classroom equipped with tables, chairs, and bookshelves. The bookshelves held basic textbooks and current reading materials and pupils were also allowed the freedom of the libraries and laboratories of the school at all times. They remained in the same workshop center for all four areas of work. The teacher served as counselor, adviser, and guidance director, rather than just an individual who heard lessons.

To start the program, parents of eligible students were invited to a discussion conference. From a ninth-grade group of 370 pupils, 36 qualified for the course, 19 girls and 17 boys. After every angle of the advantages and disadvantages of the program had been discussed with the parents, they almost unanimously agreed that they wanted their children to enroll for the

EDITOR'S NOTE: *After the present school year, the accelerated program at Aberdeen, S.D., Senior High School will be discontinued. In this article the author explains in frank detail why the plan has been unsatisfactory. Mr. Dalthorp is superintendent of schools in Aberdeen.*

course. The results of this meeting indicated that the enrolment would tax to capacity the work room set aside for the course.

After the parents had gone home and had conferred with their children, it became evident that these parents were not directing the destinies of their offspring. The excuses most frequently advanced for non-enrolment in the program were: "Too much work", "The group with whom I associate are not enrolled", "Under this program I can attend the Junior Prom only once", "It will spoil my good times", "I will be ostracized by the other students", "I plan to attend high school just for its social values".

When the smoke of battle had cleared away, from a group of 36 eligible students 16 boys and two girls enrolled. Before the end of the first semester one girl withdrew because of poor vision; a college professor's son dropped out, because father thought the mental strain was too great; one boy left town; one boy became ill and dropped out of school; and two boys who accomplished nothing were asked to withdraw from the course. By the end of the first semester the original group of 18 pupils had dwindled to 12. A low enrolment plus the expense of preparing the course of study and workshop manuals made the per-student cost of the program abnormally high.

The program did not meet with appreciation from the students or with approbation from the parents. An attitude of "make me work, if you can" prevailed throughout the first year of the course. There was much complaining because more work was expected from the accelerated group than from enrollees in the regular course. There

has been continual resistance to the high achievement standards required, and attempts to do the same slipshod work in the accelerated program as is done in regular classes. Continual prodding has been required to keep the group within the time limits. Constant supervision has been necessary to control the pupils and keep the program working.

The group now enrolled will continue until they finish the course at the end of the current school year. After this year the program will be abandoned. It is the consensus of opinion of the area instructors that the students enrolled had not developed satisfactory work habits in junior high school which would let them succeed in this type of accelerated program. They lack the initiative and resourcefulness to meet the superior standards for the course. They are not mature enough to recognize the future reward for work application at this time. They have come to think of high school as a "fun period" rather than an educational period, and last, but not least, the group has had misgivings about the program because of the dubious attitude of other pupils, parents, and even some members of the faculty.

The program, which sounds workable on paper, has not overcome a loyalty to the traditional secondary program. Although certain faculty and lay groups have shown indifference and opposition to the program, some way of caring for superior groups in the American high school must be developed. Homogeneous groupings, enriched offerings, and extra loads must give way to some practical program that will challenge the superior student who does not work. Aberdeen's program has not solved the problem.

The editors of THE CLEARING HOUSE are always interested in considering light verse on educational topics. Address The Editors, THE CLEARING HOUSE, 207 Fourth Ave., New York 3, N.Y.

GREEK-LETTER

*The fraternity and
sorority problem*

SORE SPOT

By SISTER WENDELIN

AT A RECENT PTA meeting I talked with a mother whose only daughter, a senior in high school, was a Delta Gamma. It was with great pride that the fond parent enumerated the advantages that accrued to Mabel from her membership in a high-school sorority.

"Do you really feel that Greek-letter societies are desirable in high school?" I asked questioningly. I could not help thinking of the volleys of opprobrium that have been hurled at such societies in recent years. Being a teacher, I also knew what school administrators and instructors thought of them.

Mrs. X apparently was not concerned with what opponents thought. She promptly replied, "Oh, there are people who object to sororities and fraternities, but they are for the most part persons who themselves have never had a chance to belong to such organizations. Many parents take that attitude toward high-school sororities and fraternities simply because their children are not invited to join." She then reiterated with even greater emphasis the fine things a sorority has to offer a girl. Prestige, desirable companionship, wholesome recreation—these were among the chief invocations that constituted Mrs. X's litany.

EDITOR'S NOTE: Sister Wendelin, O.S.B., explains the campaign that curtailed fraternities and sororities in one high school, and suggests what other schools can do about the problem. The author is a member of the faculty of Cathedral Senior High School, Duluth, Minn.

I did not pursue the point. It was obvious that Mrs. X was sold on sororities. It would have taken more than anything I might have said at the time to convince her otherwise. But I noticed a conspicuous omission in her litany—an omission of a possible benefit that should have headed the list for the reason that it is the generally recognized primary purpose of Greek-letter societies.

In a recent speech delivered at the Ninth Annual Leadership School of Sigma Alpha Epsilon, Evanston, Illinois, Mr. Crocker, faculty adviser, had this primary purpose in mind when he said, "Nothing could be more stimulating than associations with a congenial group of young people all eager in their pursuit of knowledge." "Eagerness in the pursuit of knowledge" is the link that is supposed to join members of such an organization. High-school fraternities and sororities, if they are to be true imitations of college Greek-letter societies, should then have this same general purpose.

But it is a recognized fact that neither college nor high-school societies distinguish themselves in this way. The president of the University of Michigan in his report for 1941 and 1942, comparing grades of students in residence halls with those of fraternity and sorority members, stated:

"It may be observed that independent freshmen, both men and women, achieve better scholastic results in residence halls than do their classmates who have become affiliated with fraternities and sororities."

To counteract this unfavorable report, Mr. Crocker presented findings by other investigators whose surveys revealed scholarship to be on equal footing among the

independent and the affiliated students.

If these reports are typical, then scholarship very definitely is not a distinguishing feature of fraternities and sororities, and Mr. Crocker was simply doing some wishful thinking when he remarked that "nothing could be more stimulating than associations with a congenial group of young people all eager in their pursuit of knowledge."

While I am not in a position to speak authoritatively of college Greek-letter societies, I can say with conviction as a teacher in secondary schools that "eagerness in the pursuit of knowledge" is very obviously not the binding link of high-school fraternities and sororities.

I talked to the president of a certain high-school fraternity about a month ago. I asked how his group went about selecting pledges.

"Upon recommendation of either an alumnus or a member of the group," he replied.

Questioned about the nature of these recommendations, he informed me that influence and popularity were the important factors, and gave concrete examples. "Last week," he said, "we pledged two new members. One of the fraternity boys recommended a friend of his so we invited him to our social meeting, looked him over, liked him, and admitted him. The same evening we admitted another fine chap whom we all sort of recommended. His dad is a banker, you know, and has a lot of money."

I happened to know the boys and expressed surprise, because both of them were below average in their studies.

"Oh, we don't consider scholarship a prerequisite," he said, and then, somewhat abashed, added, "I'm afraid fraternities are degenerating."

Yet such ardent exponents as parents and professional alumni believe that sororities and fraternities bestow a kind of magical polish upon the students who belong to them.

Mrs. Frank, a one-time Phi Beta Kappa from the University of Missouri, has recently written an article on college and university Greek-letter societies, condemning them on the grounds of their undemocratic principles and making a plea that they be abolished from coast to coast. She has this to say about good manners among fraternity boys and sorority girls:

"During my 25 years around college, I have never observed that the Greek-letter students acquired any better manners than the others."

In my dealing with high-school students, I have similarly found that the argument that fraternity and sorority members are boys and girls of refinement carries little weight. Whenever I found such students to be conspicuous for their courtesy, and I admit that I have in a number of cases, invariably they were boys and girls who had acquired their manners at home.

Membership in Greek-letter societies not only has very little to do with pupils' habits of refinement—it often cultivates undemocratic class distinction, snobbery, superiority complexes, race prejudices, and religious bigotry. Sometimes even individuals within the societies suffer from intolerance. For example, students of certain religious denominations who become pledges are often at a disadvantage and sometimes are called upon to sacrifice certain of their religious practices. A typical case is that of a group of Catholic boys who attended a fraternity dance in Holy Week because they were too few in number to vote down the proposed date for the dance, yet loyalty to their society made it imperative that they attend.

As for snobbery and superiority complexes, these are capital sins quite generally attributed to high-school fraternity and sorority students. Their tendency to remain aloof and their failure to participate in many of the school's social activities place them in the special category of "snobs".

High-school fraternities and sororities

have been for a long time a sore spot in the eyes of school administrators and instructors. Action has been taken in many schools to abolish such societies. In some of the schools in the north-central part of the country school authorities bar members of these organizations from holding school offices. In other schools campaigns are held to eliminate fraternity and sorority memberships among the student body. In the Milwaukee schools pupils are made to sign pledges against joining secret societies. Recent action on the part of the Florida supreme court has forever abolished such societies from that state.

Exclusion from school offices as a means of checking membership in secret societies has not proved any too successful. In a certain public school where fraternity boys and sorority girls were barred from school offices a pronounced rift was made in the student body. At class meetings fraternity and sorority members voted against every proposed activity. The result was confusion, lack of enthusiasm, and unsuccessful execution of school enterprises.

In this particular case the bulk of the pupil intelligentsia was in the society groups, so the school suffered from lack of inspiration as well as from lack of cooperation. A typical example was the school publication. Fraternity and sorority students were not admitted to staff membership. Immediately they organized their own staff and published a commercially printed paper independently of the school. With no advisers or school associations to interfere, they catered unreservedly to the tastes of their subscribers. Gossip columns abounded galore. But cleverness and originality were not wanting. The result was a gratifying competition with the mediocre, official school paper.

In a certain girls' private school, where no restrictions were made against sorority members, conditions were no better. About 50 per cent of the students were pledges. At election time campaigning was acute and

sorority girls usually got into office. As might be expected, school activities were relegated to second place. Preoccupation with sorority affairs hindered the successful execution of many school projects.

Protests from non-members were ineffective. Rather than fight against insurmountable odds many of the girls adopted the "follow the leader" policy and worked with rather than against the stronger sorority groups.

All-out cooperation on the part of non-members was sometimes recognized and rewarded. An example of such remuneration was the permission given a certain girl to wear a sweater bearing the insignia of a sorority. The girl, however, could never hope to become a member because of her Jewish ancestry.

To the question, "What shall we do with our high-school secret societies?", school authorities have but one answer—"Get rid of them." But before this can be done, all concerned—parents, alumni, and the pupils, as well as teachers and administrators—must be made conscious of the undemocratic principles underlying such organizations.

It has been found that a well organized and prudently handled campaign can do much to eliminate high-school Greek-letter societies. Reports from a school that conducted such a campaign last year are favorable. All available means of spreading propaganda, such as circular letters, write-ups in local and school publications, conferences with students, talks at assemblies, and addresses to PTA groups, were used throughout the year. In the spring students were given the following questionnaire to answer:

1. Do you belong to a sorority?
2. If so, do your parents approve?
3. If you do not belong to a sorority, would you join one if you were asked?
4. Would your parents approve?
5. Do you believe sorority membership is essential for the social success of a high-school girl?
6. Do you believe sorority membership is detri-

mental to a high-school girl's school work?

7. Do you believe sorority activities are detrimental to school activities at school?

Returns showed that the vast majority of young people and their parents now recognized the harmful influence of such societies.

As a final step students were asked to sign a voluntary pledge not to join such

organizations, or, in case they were members, to discontinue membership. Over 90 per cent signed the pledges.

The campaign was an apparent success, but whether the good that resulted from it will continue depends to a great extent on the policy other high schools in the country adopt in regard to this serious matter.



Free-Reading Program for Special Weeks

As a means of enriching the reading experiences of our high-school students, and of providing more specifically for individual differences in reading interests and abilities, a schoolwide, free-reading program was initiated at the Harrison High School (Chicago, Ill.) during National Hobby Week, celebrated from March 13-18, 1944. . . .

The teachers of the English department were requested to utilize their English periods in all their classes on Wednesday, March 15, for pupil discussion of hobbies. A report from all English teachers giving pupil's name, hobby discussed, and a list of books and magazines which he had read about his hobby, if he had read any, was submitted the following day. . . .

The Choice of a Hobby, a unique descriptive list of books, offering inspiration and guidance to hobby riders and hobby hunters, was posted on our library bulletin by our librarian. Books and other reading materials on the subject were also displayed in most effective ways. . . .

During the rest of the semester other "Selected Weeks" were utilized in carrying on the free reading program.

China Book Week, March 25-31, provided an interesting reading project for some of the social-science classes whose work centered around China, as well as an English composition project correlating the social-science material with the English work. . . .

Pan-American Week, April 10-14, was observed by the student body at Harrison under the direction of the Spanish department. In cooperating with and furthering the All-School Free Reading Program, Spanish teachers made use of visual aids to stimulate interest in reading. A day was set aside in which films were shown in the Assembly Hall on the fascinating Latin American countries south of the Rio Grande. Teachers of English and social

studies were invited to bring their classes to view the movies. A bibliography of Pan-American books which offered appropriate reading based on the films was compiled. The librarian displayed books and magazines relating to the Latin-American countries. . . .

Clean-Up Week with its plans for victory gardens became a botanical project as well as one for the whole school for those students interested. Although some gardens grow from luck, the best gardens grow from sound knowledge, and so our slogan ran "For Better Victory Gardens, Dig First in Books". . . .

May 7-14, National Music Week, was the Music department's opportune time to help strengthen the reading program. Definite assignments involving reading relative to music were engaged in by the students in the music classes, such as the history of the national anthem, lives of the composers, current trends in the field of music, and stories that furnished the settings of various musical compositions.

Last but not least, Book Week, high point of the year in the book world, was celebrated at Harrison from November 12-18 with a full week's program of reading activities, book displays, and exhibits which acted as motivating factors in bringing about growth of reading interests and tastes. . . .

The foregoing "Selected Weeks" spread over a period of six months. They had a profound influence in promoting growth in reading on the part of our students and in strengthening the regular work and study program of the school, the function of the Free Reading Program. With proper guidance our poorer readers seemed to be rehabilitated by being allowed freedom of choice over widely different sources on many levels of difficulty.—LOUIS F. BROOK and LORETTA H. SULLIVAN in *Chicago Schools Journal*.

TEACHER

*I entered politics and got
elected and learned a lot*

in a State Legislature

By

A. F. MAHAFFEY

ENOUGH TIME has now elapsed to give me perspective on an experience which is rare for school teachers, and which I believe should be had in some capacity by every teacher of American Government—practical work in politics.

I was elected a representative from my district to the State Legislature of Washington. I went into politics to see whether I could serve my community, to improve my own knowledge of government in action, and because school-teacher friends figured their cause would be advanced if I were one of the law-makers.

I was a member of the minority party, and also a freshman. Therefore, my influence over legislation was very slight. My main interest was in watching and listening to learn as much as possible. Naturally I found a lot of things happening that I had not read about in books, but most of the things done were not surprising to me.

Education holds a high priority in legislative procedure, but as its requirements from the treasury become greater, it comes in conflict with other major groups eating out of the "public trough". The Senior

Citizens with their pension claims, the road program, and the increased operation expenses of government in general cause a mad scramble to be "in first". I found that most legislators are all out for public education and only need to be shown the picture. However, there are some who fight increased appropriations to education on the grounds that those who are spending the money are inefficient. Then there is opposition from those who say that educational groups themselves haven't a united front in their demands and therefore shouldn't have their budgets increased until they learn how to work together more efficiently. Finally, there is a miscellaneous group of opponents—those who believe parochial schools should be supported by public funds, those who are against increasing any governmental expenses, etc.

I had answers to all these groups, but I do believe that the first two groups—at least in the State of Washington, and no doubt this is true everywhere—really have an argument.

Superintendents in public schools, especially outside first class districts, do not inform their patrons sufficiently about the cost of all the benefits the community receives through its public schools. Even legislators, who should be better informed on such public matters, have no idea as to what it costs to operate their schools. All that some of them are interested in is that the kids are off the streets and the school building is kept in one piece. The cost of books and equipment means nothing to some of our law-makers. Least of all do many of them appreciate the superintend-

EDITOR'S NOTE: Mr. Mahaffey is one of those rare high-school teachers who take an active part in politics, run for office, and are elected. In this article he tells about his experiences as a representative in the Legislature of Washington State. Most of the article offers readers an insight into how educational problems look to the members of a state legislature. The author teaches in Roosevelt High School, Seattle, Wash.

ent's problem in attracting and holding the best instructors.

This problem of salaries, security, and pensions for teachers is not well enough understood. The fact that most public-school administrators live well within their budgets and waste very little in comparison with any other governmental agency in the community is often overlooked. They are unaware of the difficulties of the small-town superintendent, whose good teachers naturally are attracted to the big cities where better pay and security is offered. When tenure laws are considered, some legislators see only the fact that the school board's right to fire and hire is thereby being questioned.

The answer to this disinterest is simple. Educators must make an effort to invite the politicians into the schools, to entertain them while educating them so that when the time comes for them to make laws or appropriate money they will be not only informed but sympathetic. The King County School Masters Association here in Washington has done a splendid job along these lines. Their legislators were guests at a dinner held before the session began, at which educational problems were thoroughly discussed. With an eye to the future, the County Association also entertained the legislators after the session.

Administrators and teachers alike are to blame if their representatives in government are not informed of the problems of teachers and the schools. Representatives are eager and willing to learn in most cases. If they are not sympathetic, it is the duty of school people to see that they aren't re-elected.

The second criticism which many legislators make is that school people themselves don't know what they want. There is not a united front among the school forces. In this state one group is largely dominated by administrators; another group is influenced by labor unions. Both groups are sincerely interested in edu-

cation but each makes a different approach, and neither is willing to compromise with the other. Thus the attempts of each group to win prestige by getting credit for successful legislation often results in education getting nothing. What can legislators think when school people can't agree among themselves on needed legislation or on the size of appropriations?

My solution to this objection would be to have all education bills introduced by the Education Committee, as committee bills with no particular sponsor. This might not be the answer, but it should help to stop some of the petty bickering over what particular group is going to get credit for a bill.

The most valuable use I have made of my experience in the legislature has been to conduct a legislative session in my American Government classes. We organized the class into a house session, elected a speaker, and appointed committees. Bills were introduced in proper form, based on copies of actual bills which I brought back with me. The regular procedure of dropping bills in the hopper, referring, reading, amendment and the roll-call vote was gone through. The *Journal*, the state budget, reports of the various other departments of government, and other organizations' reports which came into my possession were studied. They were made available to the entire history department, but only a few teachers took advantage of them.

I believe that my pupils this year will be better informed about their state government than at least 75 per cent of the citizens of the community, and I maintain that such knowledge is necessary if our democracy is to continue to make progress in the direction of really representative government and not fall into the hands of demagogues and pressure groups.

I found many evidences of the ignorance of our citizens of some of the simple fundamentals of government. For instance, very few people can tell you the number of

the legislative district they live in or the names of their representatives. I had many people tell me they wanted to vote for me but couldn't find my name on the ballot. The simple reason was that they

didn't live in my district. The "average man" must be stirred to do something about his problems, and this must be through his government. The problem is equally up to the schools.



School Forests Help to Make Education Meaningful to Pupils of 87 Michigan Schools

In the course of visiting secondary schools in Michigan for nearly two decades it has been interesting and at times most inspiring to note the way some wide-awake leaders in education, in cooperation with the forestry division of the Department of Conservation, have planted and made use of school forests. I have watched many of these from mere beginnings until the present, when certain schools own as much as several hundred acres of land and have planted up to 100,000 trees.

In order that a rather comprehensive view of the situation might be had, the Bureau of Cooperation with Educational Institutions (University of Michigan) sent a return postal card to the accredited high schools of the state and received a prompt reply from 334, including both public and non-public schools. Only two non-public schools reported having attempted to plant school forests. Of the 309 public schools reporting, there are 87 which have school forests. This is not a complete picture, since some schools known to have planted forests did not return the card.

The 309 public schools have 602 acres covered by buildings and immediately adjoining lawn, 954 acres in playgrounds, 1,238 acres in athletic fields, 169 acres in school gardens, 409 acres used for miscellaneous purposes and 12,789 acres used for school forests. These schools own a total of 15,933 acres of land; they have planted 2,389,893 trees, mostly red, white, and jack pine, and have 1,755,863 trees still living. This is an excellent record, both for the number of trees planted, and, when we recall the last two dry seasons, for the number still living. . . .

As a long-time project a carefully planted school forest will in the years ahead become a source of considerable school revenue. The school in Michigan which owns 280 acres of land and has 85,000 living evergreen trees, some of which are twenty feet high, will be able in a few decades to practice selective timber harvesting in a large way. The boys and girls now in school will find their school taxes greatly reduced as a result of the work they are

now contributing toward getting the forest under way. Or, if they should so desire, they will be able to have a much better-built, better-equipped, and better-staffed school for less tax money in the days when their children and grandchildren are going to school.

Financial returns, however, are not uppermost in the minds of the school men who are planting forests. These men are primarily interested in better education and wholesome, suitable recreation for the children of today. They are interested in putting meaning into science, mathematics, and English, and into the lives of boys and girls.

Instead of a textbook course in biology, pupils in the forestry schools literally take to the woods to see plants and animals in their natural environment. They study wild ducks and geese along the rivers and lakes; they observe insects, mice, moles, mink, snakes, flowers, weeds, rocks, and other phenomena of nature in their natural habitat as well as in the laboratory; they take pictures of plant diseases and write letters to the Department of Conservation, thus getting practical experience in English composition without being told to write compositions; they learn to measure land, to calculate the width between rows of trees and the number of trees per acre; they help survey land and help make necessary mathematical computations; they read poems such as "To a Waterfowl" in the woods or in the cabins built in their forests.

School and school activities take on new meanings. Capable pupils get a varied, important experience and often develop real leadership qualities. The less capable join in doing their fair share in the school undertaking and thus find life more challenging. The discouraged and slow pupils gain confidence through participation with their fellow pupils in things which they can do. The traditional school is transformed into an interesting, effective educational institution which meets the needs of all, including many of the adults in the community. —GEORGE E. CARROTHERS in *Michigan Education Journal*.

The Richmond, Ind., ART EXPERIENCE

By
GLENN HOLDER

FOR NEARLY FIFTY YEARS the local art association of Richmond, Ind., has carried out a program certainly unique in the field of art promotion. It just didn't happen by chance that over a period of years 130 graduates of Richmond High School have established themselves successfully in the field of art as graphic artists, painters, architects, landscape architects, designers, supervisors, teachers, commercial artists, and even camofleurs and painters with the armed forces.

Feeling that the experience of this city of some 37,000 population is worthy of emulation by other communities, I shall endeavor to explain how the movement came about and the forces that nurtured it for almost half a century. The story of this accomplishment is suitably published in an educational magazine, because the success of the Richmond art movement was due in large measure to the fact that the association chose to do the major part of its work in the city schools, with school children.

The association has as its purpose more than just the encouragement of talented art producers; it also reaches thousands of

art consumers through the numerous exhibits held each year. The term "consumers" is used here to include the large group of people who love art and appreciate its beauty, but probably have neither the ability nor the inclination to produce works of art.

The Richmond art movement had its official beginning in 1898, when a group of Richmond school teachers, painters, club women, newspaper representatives, and other interested citizens formed an association "to encourage those who do art work locally, and to arrange exhibits of works by home people". Elected vice-president at that first meeting was Mrs. M. F. Johnston, who now, at the age of 85, has been connected continuously with the organization since its inception, either as president or as director.

From the beginning the plan of the organization has been well outlined. Its program has included (1) the maintenance of a public art gallery, (2) the promotion of art exhibits, one of which is always the Richmond Show, composed of work by Richmond painters, (3) a permanent collection, open without charge to school pupils and to the public, (4) steady encouragement to young artists, who benefit immeasurably from the inspiration offered by the traveling exhibits and by the permanent collection, and (5) the teaching of large numbers of pupils to appreciate art, although they have little or no interest in creative art.

Helpful members of the new art organization were several local painters, inspired and led by the landscape painter John Elwood Bundy. Their landscapes showing the beauty of the country around Rich-

EDITOR'S NOTE: *Richmond, Ind., is a small city that seems to have contributed more than its share of high-school graduates to the field of art. In this article the author explains how the local art association has cooperated with the high school in making this possible. Mr. Holder is head of the English department of Richmond Senior High School.*

mond did much to popularize art in the town.

It was not by accident that the art movement tied itself to the city high school; it was there the association felt it could do the most good for the cause of art. "The impressionable high-school age is the best time for the introduction of art as a regular study. Good artists, like good musicians, ought to become interested in their work while they are still adolescents," explains Mrs. Johnston, who certainly has done more for the cause of art in Richmond than any other person, though this is not to depreciate the work and financial aid that hundreds of other persons have contributed.

The effective articulation of the work of the association with the high school was handicapped in the early years of the organization because a school does not have the proper facilities for exhibiting works of art or taking care of a permanent collection. Thus came the idea of a public art gallery, the only effective means, the group felt, by which they could continue to increase the cultural advantages the association had to offer.

About 1908 the school city, to meet the needs of an increasing high-school population, found it necessary to begin plans for the construction of a new high-school building. It followed naturally, according to Mrs. Johnston, that the remedy for one cultural defect in the city would be an all-year-round gallery as a part of the new high school, "where the collections might hang permanently and where there would be time and opportunity for works of art to make a more lasting impression" on pupils as well as on adults.

The subsequent action of the school board in voting to include an art gallery in the new high-school building was a landmark in American education. No other city, so far as I know, had ever provided such cultural facilities as an integral part of the high-school plant.

The first Richmond public art gallery,

which opened formally in September 1910, was more than just a number of school rooms labeled "art gallery". It was constructed according to the best architectural ideas for the proper hanging and display of art works. Although the idea of an art gallery in a high school was new to the architect, he found that the space immediately above the auditorium, on the third floor, could be devoted conveniently to the galleries.

This space was partitioned into one large room and two small ones, each with skylights, electric trough lights, suitable backgrounds, a recess for a valuable bronze fountain, and a storage closet. While these galleries perhaps lacked the elegance of many galleries in the larger cities, nevertheless, they were deemed as good places to display pictures as any in the country.

On Pearl Harbor Day, December 7, 1941, the art association dedicated a splendid new arts building, McGuire Hall, built as a part of a new high-school plant overlooking the Whitewater River. Not only was the new building a monument to the faithful who had helped to fan and nurture the cultural spark in the city for 43 years—more specifically it was a monument to Mrs. Johnston, the director and spirit of the movement for all those years. Made possible by existing school funds and a gift of \$50,000 by Charles McGuire, a Richmond citizen, the fine arts building contains four modern art galleries for displaying the permanent collection and the current exhibits, an auditorium seating 550, rooms for art instruction and music, and an office for the director of the association.

Hanging in two of the galleries of the fine arts building and in other places throughout the new high-school plant is the permanent collection of oil paintings and water colors. Also included in the collection are 60 bronze medals, groups of pottery, graphics, textiles, and hundreds of color reproductions of famous paintings.

That this constant display of fine art has

developed a deep appreciation in those who have come into contact with it, cannot be doubted. Furthermore, it is a type of beauty contact that probably no other high-school student body in the United States enjoys, at least in such a large degree.

The association obtains its funds entirely from donations and through memberships of five kinds. Annual membership dues are fifty cents; active memberships, \$1; contributing memberships, \$5; sustaining memberships, \$10, and patron memberships, \$20. The Richmond school city annually provides \$200, but the major part of the funds, which are used for the expenses of the exhibits, insurance on the permanent collection, and for the purchase of new paintings, is furnished by memberships and donations. The director serves without salary, as do all of the other officers.

An account compiled from the director's report for the season of 1944-45 will give an idea of the scope of the work carried on in the galleries. From July 1, 1944, to July 1, 1945, thirteen collections were shown. Included were:

1. Three exhibits of paintings by American artists.
2. A one-man show of oils by a New York artist.
3. The forty-sixth annual exhibit of oils and water colors by Richmond painters. Thirty-two painters exhibited 57 paintings. Six prizes were awarded and five sales were made.
4. An exhibit of oils and water colors by Richmond women painters.
5. The fourteenth annual exhibit of pictorial photography, which included work of local amateurs and prints by distinguished American pictorial photographers.
6. The annual arts and crafts exhibit, which filled two galleries. Shown were articles from every local high-school department doing handwork. Citizens also contributed tapestries, shawls, Chinese embroideries, needlepoint, laces, and silk murals.

7. The annual exhibit of work by junior and senior high school pupils, and two out-of-town school exhibits.

8. Indiana show of newspaper photographs, sponsored by the local newspaper.

9. Two exhibits produced in connection with local Civic Theatre plays. A collection of Lincoln memorabilia was shown in connection with "Abe Lincoln in Illinois". Pictures of Elizabethan stage settings, costumes, and scenes from Stratford-on-Avon were displayed when "Hamlet" was produced.

These thirteen exhibits were visited by all the art pupils, with their instructor, and large numbers of English classes were given half periods to view the exhibits and hear interpretive talks by the director. Exactly 217 classes visited the exhibits during the year, and the total attendance, which was about equally divided between pupils and adults, was 12,175.

During the summer months all of the permanent collection is on display in the galleries.

The Richmond experience in art did not grow spontaneously; it has its roots in the best art of the ages. To prepare herself for the directorship, Mrs. Johnston visited virtually all of the great art galleries in Europe, and has seen most of the important galleries and private collections in the United States. The art association also has benefited by Mrs. Johnston's acquaintance with many outstanding American artists.

Besides the 130 former pupils now making a living at some form of art production, further art influence on the citizens is shown in the homes, in the general appearance of the city, in the works of art purchased, and in the continued support of the art association.

Mrs. Johnston believes that the already good facilities for the teaching of art in Richmond should be enlarged. As a member of the Indiana Federation of Art Clubs, she urges that the standards of training for art

teachers in Indiana be raised considerably,

"The art gallery," says Mrs. Johnston, "cannot be omitted from the future high school if we would develop a nation of completely educated people who have reverence for the beauty of the earth and a passion for recording the splendid ideals of our nation in enduring art forms that

will add charm to our common life and to our splendid democratic institutions some of the 'Glory that was Greece.'

"The Richmond experience seems to demonstrate that an art gallery fills a deficiency in high-school education, and meets the natural human desire for beauty in life."



Penny Emporium: The School Library

There are a number of miscellaneous services a school librarian performs that qualify her as a Barrie-esque proprietress of a penny emporium. In a boys' school, where there is no sewing department, she often comes to the rescue with needle and thread; and having ascertained that she is not dealing with a Boy Scout, she directs the amateur tailor in sewing a fine seam. There are some buttonless and tattered youths who, through laziness, or self-consciousness, or sensitiveness to color harmony, prefer the temporary repair provided by a safety pin. One does not expect them to read Carlyle.

More seasonal than the request for tailoring supplies is the appeal for a daub of library paste to affix a senior portrait to a college application. The operation is always done in a tremendous hurry, with paste oozing over like the filling of a pie, and the brush handle as sticky as a pop stick. Mopping frantically with cheese cloth, the Amherst aspirant is often distressed to discover that his nose rather than the top of his head falls on the folding crease of the application.

The graduating class is particularly charming around Senior Dance Night, a time when they courteously ask for library chairs to line the walls of the gymnasium. They promise to handle them as if they were Sheratons, and to show their good intentions the class wags sometimes don kid gloves for the furniture moving. But after the party is over, not all the chairs are returned. Then the wag librarian dons boxing gloves. And though the gym is in the basement, "L" chairs are found as far from home as the top floor.

Located on the first floor, the library is a thirty-yard dash from the public-telephone booth. At the beginning of a period the person most loudly seeking preferment on line at the front desk is likely to be a breathless lad who wants to exchange a coin for nickels for the American Telephone Company. Sometimes his haste is caused by having to

call Mama to beg her to deliver the sneakers Junior has left on the breakfast table, sometimes by a crass attempt to divert the money-changer's attention from the fact that one of the pennies is Canadian or that a quarter rings hollow.

If, on such an occasion, the librarian agrees with the poet that "man is vile", she can ease her heart by looking at the green things a-growing at her sunny windows. The eternal sansevieria, the scarlet geranium, the thrips-threatened ivy are most likely her own; but the plant with the lone string bean, and the unidentified leafing thing that some of the library patrons swear is rhus toxicodendron, belong to amateur biologists, themselves reared in dark apartments, who have staked their claim to a sunny patch for an experiment in growing. Unfortunately they sometimes forget that a plant cannot live by sun alone. Then the librarian-landlord must water the withering sprout with mental reservation to cast out the forgetful husbandman; or she sends an overdue notice to the negligent Luther Burbank, who later leaves, drooping.

The laboratory boys who are foster fathers to white mice and guinea pigs rely on the library to supply old newspapers for lining the bottoms of cages. The rodents cannot complain to the OPA that their dwellings are not regularly re-decorated. But they might crave a more varied reading diet than that which the financial section of the *New York Times* affords. The Salvage Squad is inclined to think that the zoological specimens should not look a gift horse in the mouth.

And so it goes. It's all part of school-library management. The librarian, on guard to preserve her rayons, never knows whether she'll fall over a violin case or a snake left for safe-keeping. But she loves it for she realizes that the library can be more than the hub of the school—it can be the whole whirling wheel.—IRMA SCHWEIKART in *High Points*.

CHARACTER ED.

*It's a nasty little
job for the teacher*

IN REVERSE

By HENRY F. WERNER

IF BILLIE GETS a "D" in arithmetic his father regrets it but rarely ever visits the school to discuss the matter. When the same boy finishes the marking period with a "4" in "Reliability" or "Initiative", the whole family is likely to invade the halls of learning and demand an explanation! Recognition of the importance of character education has made great strides since Ruskin's famous utterance. The "subject" has had a telling affect on the student, the school, and the family.

Up to World War II the parents have cooperated, and the only serious battle fought by teachers who would develop character has been education for tolerance—mostly political to counterbalance what pupils heard at the dining room table. Courtesy, cooperation, perseverance, initiative, etc., can be sold by the pedagogue with a little intelligent guidance, but political prejudices live a long and healthy life. It's appalling to observe boys and girls taking seriously every word spoken by their parents in the heat of a political campaign. Some of these pupils, even the most intellectual, will go through adult life without questioning the party they've inherited, regardless of its record. Social-studies teachers hate to see November roll around because reason goes out the window.



EDITOR'S NOTE: *The piggish and dishonest conduct of many adults in meeting wartime shortages of goods must have left quite an impression on the children. The author has some ideas about that. He is headmaster of Summit School for Boys, Cincinnati, Ohio.*

Ah, but this problem was simple! Now we must fight a thousand demons born of this war, and we are ill-equipped for the struggle. It is the "political-party" tie a hundred times over; it is the "under-the-counter" education brought about by rationing and condoned by parents.

It all started back in '42 when a friend told dad that tires were to be rationed and dad, concerned about his car, bought a couple to be on the safe side and filed them among the attic antiques. Later he forgot to declare them. Mother and Dad put their heads together when the car stickers were dealt out, and wound up with a "C", which in so many cases stood for "connive". Dad continued to make his sales calls on foot, as he had been doing for twenty years, and Mom was first at the bridge club and the movies.

Now Billie reads the paper, and he knew that the tires were contraband and that Mother was using gas not rightfully hers. He might eventually have forgotten these happenings, but he never had the opportunity. They were merely the beginning of rationing, which was to continue for several years and give dignity to cheating and lying in many homes.

Billie became involved himself when he assisted in finding new storage places for undeclared canned goods. Probably the illegality of the practice now seemed unimportant, and he was not much disturbed. When rumors about future rationing of any item were broadcast, Billie played no little part in hauling and storing. For a time he was the hero of the family.

A new practice reared its ugly head shortly after rationing got under way. It

started with "Who do you know?" and ended in the "under-the-counter-deal" in practically every field. Parents in every station of life can define the terms.

The butcher was raised to his loftiest peak during the meat-shortage—points or no points. Aunt Lucinda lived next door to him and was well taken care of. Bill's mother was not so fortunate, however, and Bill saw her slip the little king an extra dollar for an undisplayed choice cut. When points were low Mom would leave a little package for the butcher's birthday. One man never had so many birthdays in a year! Bill knew the soap powder and mayonnaise slipped into the family grocery bag from under the checker's counter weren't necessary. An ample supply had been put in previously.

Luella, Bill's sister, never complained about the shoe rationing. In fact, she boasted that a school chum's brother who was a shoe clerk had neglected to ask for her shoe stamps during her last two shopping tours.

After most of the cigarette output found its way to the armed forces, the number of smokers in Bill's family rose from one to four. The "weed" gained new, over-night popularity, on the theory that if you can't

get 'em, they must be good. Instead of simply supplying the master of the house with his share, the neighborhood drugstore denied some less persistent customers their allotments in order to keep the Joneses in line.

Bill, of course, didn't smoke, but he got a lot of it by absorption. As a matter of fact, Bill didn't need to smoke. His head was already in a whirl about the real meaning of honesty, loyalty, cooperation, truth, etc.

Uncle Sam and his adult nephews and nieces failed to weigh the teachers' future burden when re-education would be in order—but we're a rugged lot.

Maybe we can explain or condone rationing abuse on the score that it was a game that is a companion to war and played from coast to coast. And now the war is over and also the game. Or maybe we can convince Bill that from here on the important thing is not the people he knows, or how much influence he has, but that he stand for everything that's good and fine. We might even tell Bill we started the whole ration-evasion movement to demonstrate character ed. in reverse! But then, Bill possibly might not believe us.



The Bad Old Days

One North Dakota rural school report filed about 1900 gives this lucid information on school property:

"The house is in very poor shape, in the colder day it is Imposable to stay in it with danger to health.

"Condition of furniture: Poor.

"Condition of apparatus: None.

"Condition of blackboard: None.

"Condition of outhouse: Should be looked after.

"Record of work: My ame has been this winter to learn my pupils all of the English I posebel could and found them very backward in the English Language and Arithmetic and thereforth had no Grades or Class."—ERLING NICOLAI ROLFSRUD in *North Dakota Teacher*.

Strange Paradox?

One of the strangest paradoxes of modern education is the fact that many school administrators declare that teachers should not associate with plumbers and brick-layers and at the same time demand that teachers join and support the PTA, which—like the unions—consists of the parents of children in the schools. It is also a strange paradox that many of the very superintendents who advocate strict social neutrality on the part of classroom teachers are themselves affiliated with the Chamber of Commerce, which is devoted to protecting the economic interests of a small privileged section of society and which traditionally has opposed adequate school finance and improvement of public education.—IRVIN R. KUENZLI in *The American Teacher*.

A Rebel Attacks a Traditional

*Analysis of an
actual school*

JUNIOR HIGH

By PEGEEN SANDERS

I'M VERY KEEN about my school, but I might as well be honest about its biological, philosophical, psychological, moral, and cultural foundations. Nobody seems to notice how close the foundations are to crumbling. That is, nobody except the janitorial force, and they only see it in terms of leaking valves and coal shortages. So I've got to get this off my chest!

First of all, my school was the biological offspring of a rationalization and an educational distortion. The rationalization must have been the male sector of the combine. It planted a mighty powerful seed that developed into Junior—better known as "Youth Molder Junior High School, City X, U. S. A."

It was pretty hard to get along with the existing buildings before "Junior" was born. Overcrowding was growing worse. Educators were seeking means of expansion, but they were too sensitive to rebuff to demand an extended building program.

So they started a skillful game of make believe. Pre-adolescents and early adolescents somehow began to exhibit marked peculiarities in their processes of development. Every functioning gland stood indicted for strange activities. Every growing

muscle was convicted for odd and unusual action.

All creatures harboring these curious innards became natural candidates for a new type of school designed especially for them. There, the awkward problem of commingling with ordinary elementary and senior high-school children would be eliminated. And the pedagogical reason? Lack of articulation between the elementary school and the senior high school was practically made-to-order. "Easing the transition" became the well-known tag line, and Junior, when baptized, represented a full-fledged specimen of educational eugenics. No doubt that's why he still carries in his life blood the glamorous theory and the wicked practice of his progenitors!

Philosophically the school also plays its dual role. It gives lip service extraordinary to the learn-by-doing, develop-each-individual-to-his-maximum, and critical-thinking-for-the-improvement-of-society concepts.

Our philosophy committee works to develop sign-post theories that will lead us along the road to experiment and adaptability. But I've watched the gremlins that sit twirling their funny little legs over the edge of the principal's desk. They always jump up and polish his halo when he explains why a practical implementation of philosophy is impossible.

It is ideally true that children must have bodily movement, opportunities for group planning and for creative activities. But what about removing the forty-five permanent desks and providing the facilities of a real workshop? Certain people never see gremlins. They only activate them. When the boss said he couldn't change the

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EDITOR'S NOTE: *The author, a junior-high-school teacher, asked that this article be published under the pen name of "Pegeen Sanders" because "my purpose is not to make notorious the outstanding weaknesses of my own school, but to awaken a real concern for similar weaknesses that exist throughout the country in the traditional junior high school."*

furniture, he didn't even know that the wicked little things chalked one up for the educational anti-vivisectionists.

The faculty at large is much more down-to-earth than the philosophy committee. They pretend little in the way of devotion to the learning process. But unfortunately they retard much. Their deepest concern lies in effective punishment techniques for the youth who dare to violate the regimented quiet of the classroom.

Their philosophy of education stems from probing fears of loss of authoritarian control. They think that worthwhile education requires a strong disciplinarian in the office. It depends on a series of rules concerning conduct and a number of subject-matter assignments and routine tests. Only this kind of atmosphere will breed honest, reliable, hardworking children. Thus an attack is launched at a few small glimmers of progress, and these become highlighted as representative of the weakness of our system.

Our teachers will tell you privately that they want justice for all pupils—equal justice—not favoritism toward certain minorities. They will tell you that our school is losing its grip because Negro pupils "get away with things". I would not choose to be a Negro in classrooms where the "leniency" of the administration is quietly balanced so that real justice prevails.

The philosophy of the teachers is rooted in their sheer inability to be casual and plain. They don't dare create settings, activities, and relationships in which they could be respected instead of feared. Because of this, pupils become keen in analyzing the behavior possibilities of a classroom. They utilize devious methods to command the attention of the group. They have no respect for the nice teachers who are weak, and they detest the teachers whose strength lies in threats of punishment and pupil serfdom.

Thus, tensions are high, and human relationships represent a never-ending strug-

gle between pupils and teachers. The staff is constantly exhausted from its difficult job of suppression. The pupils are constantly baiting, withdrawing on a split-second safety margin, or openly defying undesired restraints. Laws of learning play a powerfully negative role. In Youth Molder Junior High School, we produce numerous mal-adjusted youth who achieve no constructive weapons for fighting injustice and dogma.

And so we train for high moral values. Deportment rules are distributed. The pupils memorize them. They parrot them glibly for high marks, making automatic mental rejections. The stereotype of "the good boy or girl" is presented with interminable verbal variations. There are a few child conformists, who are understood to be rejected and in disrepute with the rest of the group.

Some of the more self-conscious staff members try to absolve their own professional sins by preaching brotherhood. Meanwhile our fifty per cent Negro population glance at one another shiftily and squirm or snicker. A major difficulty in our school is the discrepancy between preachment and the deep-rooted racial prejudice that causes extreme hostilities and unhappiness.

Our moral dictums produce a resentment which classifies the school as the enemy. They produce a cynical reaction toward strong authority and toward paternalism. But they provide no necessary techniques for democratic revision. They create a distrust of idealism. They leave the pupils without a sense of direction. The ideal good seems so bad that they would be fools to desire it. On the other hand, actuality seems so evil that they would be senseless to try to perpetuate it.

What courses of action are left? A few revolt. They seek their way alone or with kindred souls. The conformist children are too weak to protest. They have experienced group distrust, and they need the stability of definite tenets. Thus they cling to the

outworn stereotypes with which they have been inculcated. In their rigid acceptance, they militate against their own equilibrium. And what of the mass of ill-equipped, unprepared youth who are reaching for some solid ground as a release from insecurity? They show enough outward conformity to serve as a shield against social punishment. The rest of the time they spend in dreams and illusions or in daring exploits motivated by the need for self-expression and recognition.

If these pupils had been educated instead of subjected to moralizing, they would have learned how to strike out against the influences that boundarize thought, planning, and action. Their first difficulty would be selecting an area of primary attack. If they started close at home, they would certainly add a glimpse of sky and air and trees to their ugly, cramped row houses. They would displace overcrowded quarters, illegalize the eating, sleeping, and imprisoned life of five people in one room in restricted areas for "war-rich" Negroes. And the fringe of lower-middle-class whites would pull with them for improvements that neither group will ever obtain selfishly for itself.

What would they want? A chicken in every pot, beautiful neighborhood parks, a good four-cent cigar, an automobile with automatic gear shift, a shower set in tile—

mosaic maybe—an honest mayor, a store where you didn't have to buy the first or second expensive item shown you if you dared venture in, a legal attack on discrimination, economic security, the freedom to love people—a dazzling mixture of billboard glamour and basic need fulfillment that would gradually lead to selectivity and to a set of practical standards for the common good. These are aesthetics in the making. These are man-directed activities that would crowd our lives with beauty of sight, sound, thought, and feeling.

And what will my school do to further these ambitions of mankind? I should have stopped writing at the end of the last paragraph, cooled off, and then completed the job with a clear cold list of conclusions. But even as I reach this point, I realize that my school and possibly your school too, with their failure to integrate learning into functional relationships, serve along with other institutions as restraining influences.

But I am in for a mood of dreaming now. And perhaps you are too. And something of this strange mood may weave itself into our way of planning and working. It may even cause us to project into our schools and into the lives of our pupils the dynamic spark or impetus that can work for the growth of freedom and democratic living.

Child Labor Warning

Teachers are in a strategic position to note symptoms of the violation of the child-labor laws. The child-labor laws aim to protect young people, and also to conserve jobs for the adult workers. Teachers should know these laws, and be on the alert to see that they are observed.

No longer should young people feel it a patriotic duty to carry a job while in school. Every young person should make school his main job. He should prepare to enter a highly competitive labor market, and to take his part as an intelligent citizen in the post-war world.—Chicago Teachers Union news bulletin.

Our Messy Labs

The average science laboratory is characterized by its poor arrangement of materials, lack of cleanliness and neatness, and its general absence of attractiveness. There are many science teachers who gloat over the absence of order and beauty in their laboratories. They feel that order, cleanliness and attractiveness beyond that necessary for efficient functioning of the apparatus in use involves a waste of time and energy. This may hold to some degree in a private research laboratory, but in the public school laboratories such conditions must be looked upon as deplorable.—ALFRED F. NIXON in *School Science and Mathematics*.

Can We Justify a Junior High School STUDENT COURT?

By
JAMES A. SHELDON

I SUBMIT MY CASE in favor of the student court. I have been slow to accept it as a part of our student life, but I am finally convinced that it has a place in the junior high school, that it can function effectively, and that it can sometimes produce more desirable results than those obtained by teachers and school administrators themselves! This conclusion is reached only after having observed a court in action over a number of semesters.

True, there are dangers involved. Mistakes are made. (Perhaps a good place for young folks to make them is in school, where the effects are not too far reaching and where they can better learn from them.) Student judges at times may seem to take advantage of their authority and exercise it unwisely. There may be times when the penalties seem too severe. Some school patrons may feel that all discipline matters

should be handled by the faculty. (Perhaps teachers there are who think so too!) And some will say that students of this age level are too immature to assume this type of responsibility. Yet in view of—and in spite of—all of this the writer believes we can justify this activity in the junior high school.

In our school the court is an elective body. By virtue of his office the vice-president of the student council is the chief justice of the court. The other four judges are elected by the student council, while a bailiff and a clerk are appointed by the court. (We have been very fortunate in that outstanding student leaders have almost always been named as the judges.)

Meetings are held every Wednesday afternoon after school, and court procedure is quite informal. The judges are seated at a table across the front of the room. The bailiff "escorts" the pupil suspected of a violation of a school regulation into the courtroom. After charges are read by the clerk the "suspect" has the opportunity to plead guilty or not guilty, and the trial is on!

If a student pleads guilty he is usually asked to explain his actions. This explanation is followed by a rather strong "verbal trimming" on the part of the judges, admonishing the guilty one for his misdeeds. This lecture is often tougher than the penalty imposed. Judges usually are more patient with the younger offenders and generally release them after a kind warning and an appeal to them to abide by the regulations.

If a student pleads not guilty he has the right to produce evidence of his innocence,

EDITOR'S NOTE: *Secondary-education opinion is divided on the question of the advisability of a student court. On page 30 of the September 1945 issue of THE CLEARING HOUSE, Dr. John M. Brewer stated that the majority of respondents to some questions on student government favored avoidance of courtroom procedure in discipline cases. Mr. Sheldon advocates a student court because it has, he states, been very successful in his school. In this article he shows how the court is operated, and reports on its effectiveness. The author is acting vice-principal of Callanan Junior High school, Des Moines, Ia., and is sponsor of the school's student council and student court.*

and may bring with him witnesses. Likewise, the monitor who issued the summons will appear—with witnesses, if he has any. Witnesses are examined and cross-examined, and the trial is really on in full force! The judges must decide the case on its merits—not always an easy assignment.

Cases most frequently brought before the court are those involving infractions of the rules of conduct in the halls, in the cafeteria, and on the school grounds. I should state here that the court hears only cases concerning the violation of rules of student committees. The more serious disciplinary cases, of which truancy is an example, are of course handled by the office.

It has been quite a problem for the judges to select a desirable list of penalties. The student council has been the chief source of suggestions. An early penalty was writing a theme of a specified length on a subject relating to the offense. This had its effect on the violator, but the faculty opposed it. It was considered psychologically bad to make theme writing a punishment for wrongdoing in the school. (It is a big enough headache to get pupils to do it in class!) And so new penalties were instituted.

It was decided that if a student demonstrated so much surplus energy that he found it convenient to push or crowd in the halls, or skipped steps, or threw snowballs, perhaps punishment of a physical nature would be in order. It was discovered that there were dandelions and weeds that needed uprooting; grass needed mowing; blackboards needed washing; papers and wrappers needed picking up; tennis courts needed grading and packing; and so on and on with many similar chores.

Students who crowded in the lunch line or who failed to control themselves in the cafeteria might well be assigned to the end of the lunch line for a week or two! Yes, this type of punishment grew to be very unpopular, and it soon became apparent that there were very few repeaters during the course of a semester.

I believe there are times when a group of the older students, who comprise the court, can be more effective in impressing youngsters than any other method of handling the problem. Usually our judges have been students very popular in the school. Some have been heroes in the eyes of the younger pupils. I recall that one of our judges recently was an outstanding athlete, and he had a big following around the school. It was considered quite a "come down" to have to appear before him.

I have observed boys far more worried in approaching the court than when they were sent to my office. (Perhaps this is a confession which should remain untold!)

You may ask why a student should be punished by a court of judges instead of his teachers. It is a matter of student participation in the control of school activities. Student-council committees, with the help and counsel of the faculty sponsor, set up the rules governing their particular fields of service. These rules are carefully explained to all pupils, and the committees then assign monitors to their stations. These monitors are charged with the responsibility of enforcing the regulations. They first warn an offender, and if that is not enough a court summons is issued.

Is it not better for a monitor to send an offender to a court of student judges than to go to the office and "tell" on him? And is it not far better that an offender be tried by his fellow students than by a faculty adviser who did not witness the violation?

If students are instrumental in setting up rules of conduct, give them the responsibility of seeing to it that everyone obeys—and if they do not let the students handle their problem. Yes, it works—and a splendid loyalty and spirit will develop. I would not consider student participation a complete reality in our school without this experience.

Our pupils respect the court. They seem to fall in line with their own regulations, for they know if they do not they must

answer to their fellow students. Our teachers heartily support the court, as do our school patrons. In fact, there is so much parental interest in this activity at present that the Parent Teachers Association has arranged to have the student court in ses-

sion as a feature of one of its meetings this year.

I hope we can always consider the court one of the essential features of student life at our school. It certainly deserves that status.

* * * FINDINGS * * *

GREEK: They still teach Greek in a few U. S. high schools, reveals Warren R. Good in *School of Education Bulletin* of the University of Michigan. In 1940, some .04 of 1% of Michigan high-school pupils (96) were taking Greek. But back in the Gay Nineties about 3% of U. S. high-school pupils studied the language—and in 1900 Greek classes reached high tide with an enrolment of 14,800. Mr. Good views that era with approval, and says that Greek equals the other languages in cultural values and isn't inherently more difficult, and thinks that large high schools might consider offering their more gifted students a spot of Greek.

TROUBLES: Each student is asked to write an autobiography in a course in the Department of Social Education of University of Utah, says George A. Pierson in *Utah Educational Review*. In a recent study of the 380 autobiographies now available, it was discovered that the authors, all freshmen or sophomores, on the average had described 5 adjustment difficulties. About 85% described "problems experienced at the university", and about 70% wrote of problems involving a vocational decision. Roughly, 55% mentioned "fears"; 50% had conflicts at home; 30% had sex problems; 30% had financial problems; and 30% had feelings of social inadequacy. Other adjustment difficulties, each described by roughly 25% of the students, were "disillusionments", "feeling of general inferiority", and "feeling of mental inadequacy". The point is that most of these students had gone through high school nursing the same troubles.

PHYSICAL ED.: Of 628 school systems in New York State which cooperated in a study of physical-education facilities, 356, or 57%, reported inadequacies in their programs, state Caswell M. Miles and William D. Mulholland in *Journal of Health and Physical Education*. Among the 628 school systems reporting, 39% lacked sufficient funds for physical education; 30% lacked an adequate staff; 30% had inadequate indoor space and 20% mentioned lack of, or insufficient, outdoor space; 22% could not buy adequate equipment; and 17% reported the time allotment insufficient.

SAFETY: Enough children 5 to 14 years of age were killed in accidents in 1943 to fill more than 221 classrooms of ordinary size. Of every three children, aged 5 to 14, who die, one is killed in a needless accident. Among college students who die, one in every four is the victim of a needless accident. These figures are given by the American Association of Teachers Colleges and the National Safety Council in announcing a cooperative program to "extend the scope and raise the standard of safety education in the schools of the United States by improving the quality of teacher education." At present most teachers colleges have inadequate training programs in safety education, according to a survey conducted by the two organizations. About 70% of 111 teachers-college presidents who replied to a questionnaire indicated difficulties with safety education—a general lack of interest, lack of adequately prepared instructors, lack of time, no specific place in the curriculum, lack of material and equipment, and lack of specified objectives. Slightly fewer than one-third of the teachers colleges reported one or more courses devoted solely to safety education. About the same proportion of the colleges have courses in which safety is one of the two or more areas mentioned in the course title. Safety education libraries in these colleges vary from 3 to 91 titles. Of the 103 campus schools of the colleges, only 37% mention safety education in their objectives. Education in automobile driving is practically non-existent in the campus schools.

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EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

WHOA!

4 "Musts" for Teen-Age Centers

By RICHMOND BARBOUR

SUMMARY: "She is fourteen years old and has been pregnant four months. Her family has arranged to send her to another town shortly, where she will remain until after the birth of the baby. Her home is a superior one, and her childhood gives no suggestion of tendencies toward any kind of delinquency. Her trouble grew out of the unfortunate X Teen-Age Club.

"The father of the baby is twenty, and has a previous probation office record. He used his position as a leader of the X Club to make friends with easily dazzled younger girls. Some petting and other sex play would start in the unchaperoned club, and seductions would follow. The X Club has been closed and the young father is awaiting trial. The girl's parents state that they allowed her to go to the X Club dances because of the assurance of sponsoring adult groups that the club was a good place for boys and girls, and would prevent delinquency."

This summary from a case report is but one of more than a dozen reports of young people who found themselves in various difficulties through attendance at the X Teen-Age Club center. The club had been established by well meaning adults and turned over entirely to the young people as their hang-out, their place for self-directed,

constructive recreation. In a few months thefts, property damage, drunkenness, and sex delinquency resulted.

It is time to call "Whoa", in fact a great big "WHOA!" at the indiscriminate establishment of self-directed teen-age clubs. Unless wisely planned and expertly guided they do not prevent delinquency—they cause it. *The wrong kind of youth activity center is worse than no youth activity center.*

The articles and pamphlets published by "experts" to encourage more of these independent clubs make interesting reading: "Give high-school boys and girls a place where they can run their own activities and they'll cure the delinquency problem themselves." "Adults stay out and let youth take over for themselves." "They need a hang-out of their own!" Significantly, the authors of these statements are not from organizations or professions dedicated to group leadership of young people. They are not school people, nor YMCA or YWCA, nor Boy or Girl Scout workers. The advocates do come from professions and organizations experienced only in individual leadership of young people.

Though expert in their own field they are naive concerning problems of group leadership. They have not learned that the degree of freedom which can be constructive when they are working with an individual is apt to be disastrous when extended to groups. The advice which they have published to date gives no adequate discussion of the dangers and problems which independent teen-age clubs are sure to encounter, does not tell how to avoid them. The lessons learned over the years in such

EDITOR'S NOTE: *The independent teen-age centers advocated by various "experts" are often headed for trouble, states the author. He discusses some necessary restrictions within which the centers must be operated. Dr. Barbour is director of guidance of the San Diego, Cal., City Schools.*

group youth activity centers as the scouts, the "Y", summer camps, and schools have been ignored.

People experienced in group leadership of young people have found that at least four restrictions should be placed on the operations of teen-age club centers if the centers are to be constructive rather than destructive. The restrictions are "musts". If they are not present in any club it will either peter out and die or go sour.

1. The club should be a fairly small organization serving only one community or neighborhood and a limited age range of young people. The youth in the center need to know one another. They need to have the responsibility which comes from being known and knowing that they are known. The anonymity of a large organization serving strangers with a wide range in age and maturity leads, you may be sure, straight to trouble.

2. The club center should be governed by a small, elected directive body with power to act in the establishment of rules, regulations, discipline, and the like. However, this ruling body must also include at least one responsible and capable adult, who is well liked by the young people themselves and able to guide the group

when some form of guidance is needed.

3. The receiving and spending of club money should be controlled by a joint committee of young people and adults. Teen-age clubs cost money and they take in money. Guidance in the mechanics of bookkeeping and in wise expenditures makes the handling of funds a constructive experience. Loose financial management will wreck any club and only teach youthful treasurers how to steal.

4. Responsible, competent adult chaperonage must be provided whenever the club center is in operation. Not just passive, but active chaperonage which will help keep good activities going as well as prevent bad activities, is needed.

There is ample evidence that teen-age club centers can be very good things for the youngsters in them if these four restrictive conditions are present. They are not a panacea for juvenile delinquency, but they do constitute one more way to help, they do serve a constructive purpose, and they are to be encouraged. On the other hand, if any of the essential factors is missing there is ample evidence that teen-age club centers can become very bad things for the youth of any community. To the latter type "Whoa!"



Playing God

When I am marking students' themes,
I know how God must feel
When souls forget or scorn the things
He's struggled to reveal.

At times in true Jehovah style
I mete out judgment sure,
Red pencilling my flaming wrath
Upon each evil-doer.

Or I may turn Paternal God,
Excusing every sin
By emphasizing students' lack
Of previous discipline.

Then cold and hard as Hardy's God,
I watch the world below—
Not caring whether up or down
The students' fate may go.

But last from Mt. Olympus' top,
On some smooth lad or maid
I find I sometimes shower down
An apple-polished grade.

—MARGARET M. SKINNER in *Kansas Teacher*.

SOCIAL CONDUCT:

A popular course in character building,
personality, and courtesy at South High

By
MARY BEERY

IN MAY 1943 Mr. Paul C. Garrison, principal of South High School, Lima, Ohio, discussed with me the need for constructive work in the field of social conduct. We agreed that most girls and boys want to be courteous and considerate and to appear at their best, but that they often fail in these objectives because they have never been taught how to put their good intentions into action. They do not know what details add up to correct behavior in a given situation or how to achieve a well-groomed appearance.

In mathematics, pupils are given specific problems to solve. In languages, they are subjected to sentence structure and punctuation and are drilled in declensions and conjugations. In history, they are taught cause and effect and the inter-relationship of events the world over. In all phases of academic work, there is something definite for them to wrestle with, something tangible for their minds to grasp.

But what is done for their social development—their good manners and their good grooming? Very little. As teachers and ad-

ministrators, we expect these things of our students; yes, we insist upon them. But what do we offer in the way of specific instruction?

At one time in the history of our country, it was considered enough to be steeped in reading, writing, and arithmetic. Not so many years ago, an academic education still seemed to be sufficient. But that is no longer true. Indeed, many a person today does not realize the full use of his abilities for the simple reason that his appearance and his manner of behavior have not kept pace with his intellectual development. That is an accepted fact today. But our schools still need to go beyond the acceptance stage. Mr. Garrison decided that South High School would do that very thing.

This is August 1945—twenty-eight months later. We now have an established course in social conduct, offered to girls and boys in the eleventh and twelfth grades. It is an elective, one-semester course, counting one-half credit toward graduation. During the eighteen weeks, pupils are taught such character-building principles as honesty, tact, consideration, thoughtfulness, perseverance, cleanliness, neatness, thrift, and courtesy—but in a very down-to-earth fashion, for such abstract terms mean little to the teen-age girl or boy.

They need to know how to put theory into practice, how to translate abstract qualities into concrete facts. We try to help them do just that. Apparently it is what they want and need, for already the course enrolment has doubled. By next June, one-third of all the juniors and seniors in our

EDITOR'S NOTE: *As the author says, we expect good appearance, good character, and good manners of young people; and they are important to one's success in life—but what do we do to teach pupils these things? What South High School, Lima, Ohio, has done, in a one-semester course developed during the past two years, is explained in this article. 'The author teaches the course.'*

school of fifteen hundred will have taken this subject.

Our course consists of a general introduction on social adjustments, followed by discussions on behavior in the home (room by room) and at school. Next comes the individual and his posture, grooming, clothes, voice, and ability to carry on a conversation. When the pupil has mastered these subjects, he is ready to learn how to behave in public places: on the street, in transportation vehicles, in stores and elevators, in movies, at plays and concerts, in the corner drugstore, and at church. By this time he is ready to branch out into social life, so he learns to make introductions correctly, to understand what to do at the various types of social functions, to dance and to date, to eat in other people's homes, in restaurants, and in hotel dining rooms.

But this individual does not want to become provincial so, to broaden his outlook, he learns to write social letters, to visit friends overnight or longer, and to entertain out-of-town guests in his own home. He learns to travel by train, bus, plane, and ship, to make hotel reservations and to register properly upon arrival at a hotel.

Then, because good grooming and good manners should not be limited to one's social life, he studies their importance in the business world. And finally, the course ends with a few pertinent remarks concerning interviews and the qualifications for holding one's job.

To give you a further idea of how we achieve results, let me list a few of our many practical projects.

1. The teacher always introduces any visitor to the class and to one or two pupils sitting nearby. Purpose: To teach the students to acknowledge introductions correctly.

2. Students practice going up and down stairs correctly, walking, standing, sitting down, and rising, and what to do with

their hands and feet under various circumstances. Purpose: To help them attain poise and good posture.

3. Pupils hold swatches of crepe paper around each other's faces and back of their hair. Purpose: To make them conscious of what colors can do for a person's hair, eyes, and skin, and to determine what colors (shades and tints) do the most for each of them.

4. Pupils practice tying neckties and folding breast pocket handkerchiefs. Purpose: To teach them to do these things correctly and to make them conscious of details in clothes.

5. Voices are compared and constructive criticism offered. Purpose: To improve voice quality and to teach them to use their voices more effectively.

6. Girls go to local beauty salons for professional hair styling. Purpose: To create interest in hair care and appearance.

7. Pupils make it a point to attend school dances. Purpose: To practice dance etiquette and to develop social poise.

8. Pupils take turns discussing the colors and lines of the clothes worn by others in the class. Purpose: To train them to know what looks well on different individuals and why.

9. During the latter part of the course, each pupil eats in a local hotel dining room with the teacher and seven other pupils. Purpose: To have them practice what they have learned in class, and to correct what they still do wrong.

10. Pupils visit the railroad station. Purpose: To show them how to buy tickets, check baggage, and read train bulletins, and to enable them to identify the different parts of a passenger train.

11. Pupils interview local business men and civic leaders. Purpose: To give the girls and boys the opportunity to meet an interesting person, to ask intelligent questions and to listen attentively, to learn more about their community, and to report it in class in an interesting fashion.

The course is flexible—on purpose. It operates on the theory that familiarity breeds confidence, that the unfamiliar situation is the one that people usually dread. Thus, at any time, anyone in the class may ask for information concerning a situation which he has just encountered or is about to encounter. It does not matter whether the question has anything to do with the day's lesson or not. If no one knows the answer, we try to determine what it should be by the time the next class meets.

At the end of each semester, we ask the pupils to answer on paper two series of questions. *First*: What have you liked best

about this course? What features have already helped you? How? Do you believe this class to be worth the time and energy that you have spent on it? *Second*: In what ways could this course be changed to advantage? What would you omit? Why? What would you add? Why? Upon what features would you put more stress? Less?

Although they need not sign their names to their answers, most of the students do. The answers are usually quite frank. And often helpful. When they suggest what seems to be an improvement, their advice is incorporated in the planning of the course for the following semester.



Every Teacher a Teacher of Citizenship

According to census figures, there are about 80,000,000 voters in this country in normal times. In 1940, when we had the largest turnout of voters in American history, less than 65 per cent of our eligible voters appeared at the polls. In non-presidential election years the percentage drops as low as 50 per cent in some states.

Probably no one expects full participation of our citizenry at the polls. But few will question the assertion that the number of active voters should be much higher than it is. There are many thoughtful Americans today who subscribe to the belief that any person who enjoys the rights of our citizenship and the comforts of our way of life is duty bound to exercise his rights with reference to the franchise. But regardless of our opinions, the fact remains that many people do not go to the polls. Let us find, if we can, an answer to the question, "Why?"

The old admonition to train the child in the way he should go in order to avoid disappointment in later life seems to apply here. If a good, sound political conscience is developed in our youth, our adult citizenry is likely to be more concerned with public affairs. There are many good people in our nation who sincerely believe that politics and politicians are corrupt. For that reason they do not want to have anything to do with elections or government. They have not stopped to realize what would happen if all good people assumed such an attitude.

Actually the cause of the corruption that does exist anywhere at any time rests upon the indif-

ference shown by the good people of our country. If the good people all became good citizens; and if they all met their responsibilities at the polls regularly, there would probably be very little corruption and very few corrupt politicians. Then there is another type of American who argues that the right to vote also carries with it the right not to vote. In school he very likely said he intended to "get by" without "cracking a book" and without shouldering any of the extracurricular duties to be found in any scholastic institution.

Certainly education can contribute something constructive as a remedy for such deplorable conditions. There is an old axiom that "every teacher is a teacher of English." Granted that such a slogan is good so far as speech and composition are concerned, an educator might logically ask, "Why not alter it slightly and say that 'every teacher is a teacher of responsible citizenship?'"

Every student of our social institutions is aware that we have been extending the period of childhood and youth among our young people to such an extent that in peace time many of them are not placed on their own responsibility until they are in their middle twenties. But the war has taught us a lesson. It has been amply demonstrated that our youth can assume very important tasks at a much earlier age. Therefore, it would seem to be good pedagogy for us as educators to take advantage of the new emphasis on responsibility, industry and loyalty and stress them as we have never stressed them before.—SEWELL E. SLICK in *The Social Studies*.

PRINCIPALLY

Six sit for
their portraits

PRINCIPALS

By
M. G. PATTINGTON

1. ONE MAN RULE: "And furthermore I tell my board what I want and what I expect them to do. After all they hired me to run this school and that is just what I intend to do," Principal Boss beamed at the younger principal before him. "After all, what does the average board member know about running a school. Just so long as they mind their own business and keep from under foot, that's all I ask."

Principal Boss practiced what he preached. He rarely consulted his board. He ordered what he thought should be ordered. He made his own decisions, framed his own policies, good or bad. The budget was an instrument of the board. If he used up the money allotted for its items, couldn't he always borrow and still come out even? Two years later a board member was approached by a local banker and made aware of the financial condition of the school district. An aroused board informed Principal Boss that he was no longer needed or wanted and a new man was hired in his place.

2. JACK-OF-ALL-TRADES: "Miss Black,



EDITOR'S NOTE: Mr. Pattington, who is Assistant Supervisor of Education, Finance Division, of the New York State Department of Education, here offers a portfolio of sketches of half a dozen high-school principals. Maybe you have heard about some of them, or have even encountered a few. After all, there must be about 30,000 secondary-school principals in the nation, and the author believes that many of them run to types.

I believe I definitely instructed you, along with the other teachers, that I wanted history presented in the following manner," the two-way inter-room communication system blared. And Teacher Black settled back, in front of her entire class, to listen to a long tirade on specific teaching methods. She firmly resolved to secure another job at the earliest opportunity.

The music teacher was instructed how to teach music; the bus mechanic was told how to make his repairs; the janitor was told exactly how to sweep his floors; and the physical-training teacher and coach how to instruct his boys to "carry that ball". At board meetings the air was in continual motion over correct procedures as outlined by Principal Jack. Suggestions by the board members were promptly and thoroughly relegated to the discard or buried.

Community affairs held at the school found Principal Jack on the floor, holding forth at great length on all subjects, from the proper way to rear the baby to the correct method of increasing egg production. To disagree was to end that group's right to hold future meetings in the school. When Principal Jack told the board of his great opportunity to take the "Big Job" he was sent on his way amid the rejoicing of his ex-colleagues.

3. GOOD FELLOW: "How's the basketball practice going, John?" Mr. White asked his boy.

"Good, I guess," was the hesitant response. "Principal Good sure gives us a great time. And is he a card! Knows more stories and jokes than you can shake a stick at. Took him ten minutes, though, tonight,

to throw me," and Johnny painted a picture of the horse-play that characterized practice nights under Mr. Good's hail-fellow-well-met regime.

Mr. Good's teachers followed their own dictates, planned their own programs, enjoyed their own individual schedules. Problems were decided by group meetings of the faculty on every and all occasions—meetings which Principal Good often was unable to attend. He had to take a group on a hike or was too busy playing ping-pong with the boys. The end of the second year produced such a drop in athletic standards and passing marks that the board with regret had to suggest a change. Principal Good was missed, but school standards took a mighty rise under a succeeding administration.

4. SOCIAL SAM: "I'll be back around two-thirty, Miss Trim," Principal Sam cheerfully called to his secretary. "I speak before the Tigers this noon and have an important committee meeting of the Benefit Society afterwards. If anyone needs help have Mr. Morley take care of them."

Principal Sam was a mixer. Three noons and four evenings of each and every week found him tied up with community activities. He was secretary of this, president of that, vice-president of the other thing, organizer of all new creations, contributor of ideas, popular speaker. He was in demand and always ready to help.

He seldom attended school affairs, and had seen only two athletic contests in his two years as principal. After all, lodge night came on Friday and he was the corresponding secretary and manager of the degree team. He became so conspicuous by his absence that the board members themselves began to miss him and another town now has an energetic new community leader.

5. ALOOF ANDY: Principal Andy was an extremely well educated man. He had

several degrees and he came from an old, established family with a proud lineage. He spoke when spoken to, provided he really *heard* the greeting. Pupils were addressed as Miss and Mister. Teachers were greeted formally, and the one occasion on which he had been known to laugh is still recalled with awe. He sent his son in for the mail, rarely went downtown, and had never been known to enter into the weekly bull sessions that were held in the local barber shop.

He spoke annually at the PTA and Alumni Banquet, and the learned dissertation left his hearers with a bewildered sense of their own shortcomings in the field of learning. He maintained good discipline, but he was called "Frozen Face" behind his back by young and old alike.

The board after three years did not know him well enough to suggest a change, so they wrote him a letter and hired a younger man with a sense of humor. Principal Andy later made a successful career as head of a college philosophy department, where social contacts were on a strictly educational plane.

6. ADMINISTRATOR FRIEND: Principal Friend graduated from college with average marks. He worked his way through. His early boyhood was spent in learning how to work and how to get along with people. He preferred to teach a subject in school, for it kept him in touch with his pupils. He limited his outside activities to one night a week, gave information when asked, and kept his fingers on the pulse of his school system.

He appreciated a joke but his pupils somehow always knew when play ended and work started. He gave his teachers definite help, but his criticisms were always given in private and the failing teacher left with the feeling that she could profit more in another situation. His board came to rely on his mature judgment and to appreciate his acute sense of responsibility. Teachers

and janitors had definite responsibilities and they knew they were being held accountable.

Boys and girls returned to attend all school affairs for years after graduation and wrote their problems to him. They were

always sure of sympathetic, helpful consideration.

When Principal Friend left for a better job, after many years, his going was mourned, and the community realized they had lost a true counselor and friend.



Recently They Said:

The Local Political Boss

How many teachers have the temerity to designate the local boss by name, to tell students or let them find out for themselves the part played by him in local government, to discuss the price he pays for his power, the ways in which he maintains himself in the position of control, and the rewards meted out to him—or should we say, meted out by him to himself and his own?

Although discretion and politically controlled school boards may forbid using the local community as a laboratory for any such purposes, how many teachers utilize historical records, available in increasing number, where information on the subject of "bossism" may reveal to students, at least by indirection, the local scene which may be too hot to handle? Through an understanding of the boss and his works one is bound to dig into the character of the political party, to understand its functioning in our democracy, as well as to discover the methods of manipulating it and the rewards of successful manipulation.—WILLIAM E. MOSHER in *The Civic Leader*, as reprinted from *Social Education*.

Facts vs. Uses in Science

For years science teachers taught the facts and let it go at that. We taught that T.N.T. has the formula $C_7H_5(NO_2)_3$ and that it is made by treating toluene (C_7H_8) with nitric acid. We explained that it is a powerful explosive.

Whether T.N.T. was to be used in helping unearth valuable metals or to be used in blowing human beings to bits was a problem for the social-studies teacher. We had presented the matter in a "Scientific Way" and we felt that we could not go beyond that. The uses of these inventions were matters for the economist and the social-studies teacher to decide.

Whither science? There is a strong feeling among science teachers that we have a moral obligation to present more than the facts. In the past few years a new philosophy has developed among scientists

throughout the land. "Science teachers should present the facts and suggest uses for these facts which will be a benefit to the human race."—ELLIS L. KEENE in *Delaware School Journal*.

How Long, O Lord, How Long?

Since the days of early statehood, Kansas has been trying to pull itself out of the mud, educationally, by its boot-straps. The "status quo", which the old colored parson defined as "Latin for de mess we is in", plagued taxpayers and school folk alike back in the almost forgotten nineties. Read this from the *Western School Journal* of August 1890, and shed a tear:

"In a year like this the contrasts caused by our unequal and iniquitous system of school taxation are seen and felt with painful directness. . . . The state says to the people, 'You must educate your children', and it is therefore clearly the duty of the state to furnish the means. County taxation will partially remedy the evil, but we must also have a generous tax levied upon the property of the state (indirect taxes in 1944). At least one-half of the people of Kansas—not figuratively, but literally—are groaning under the present system and looking to the next legislature for relief."

How long, O Lord, how long?—EDITORIAL in *Kansas Teacher*.

Checking Trays

With the aid of comparative food charts we learn how difficult it is to eat enough of any food to get our daily need of calcium unless we drink a quart of milk. We check lunch trays in the school cafeteria. Ten girls go out each day for one week checking ten trays each. Reports are brought back to class and tabulated, and results are reported to the students in the principal's daily bulletin. This procedure helps remind all of the importance of milk in the diet.—E. INETA NELSON in *California Journal of Secondary Education*.

Quiz-Kidding with a Purpose: FUNCTIONAL ROCOCO

By ARTHUR MINTON

SOME DEFINITIONS employing less familiar words are put on the blackboard, e. g., the following adapted from Webster:

A woody perennial plant having a single main axis or stem, commonly exceeding ten feet in height and usually devoid of branches below, but bearing a head of branches and foliage or a crown of leaves at the summit.

Any movement of air, usually restricted to natural, horizontal movements; air in motion with any degree of velocity.

A vessel with a wick used for the combustion of oil or other inflammable liquid to produce artificial light.

Mentally dull; not quick in apprehending or comprehending; also, naturally inert or sluggish; phlegmatic, disinclined to activity or hurry; also, exhibiting or characterized by retarded motion or speed.

To decline to accept; to reject; specifically, to decline to have as wife or (now almost exclusively) as husband.

What terms are being defined? Students' answers—*tree, wind, lamp, slow, refuse*—must be justified by explanation of the words used in the definitions. Thus, as if playing a game, the class increases its "word hoard".

In the next phase students search out definitions for presentation to the class. In both phases there are obvious possibilities for competition between groups.

The procedure carries several secondary benefits. Practice in the use of the diction-

ary and familiarity with dictionary language are the first forms of lagniappe. Then, scrutiny of a number of definitions confirms conceptions of the primary parts of speech. Illustrative are the varying forms of the definitions of the nouns, the adjective, and the verb in the foregoing list. A special attack in this direction is to require that for full credit in the game contestants (1) furnish other parts of speech in which the word has being, and (2) indicate the forms of definition for those parts.

Thus, for the definition:

Having liberty; not in bondage; also, uncontrolled; unrestrained; also, unconfined; unrestricted.

the adjective *free* is elicited. Related are the verb *free* ("to make free, etc."), the noun *freedom* ("quality or state of being free, etc."), and the adverb *freely* ("in a free manner, etc.").

The device also plants the suggestion that better thinking is connected with precise expression. It becomes apparent how the omission of essential details in definition—and by extension in any expression—results from failure to have concepts clearly in mind. An example is Webster's definition of (nautical) *rudder*:

A flat piece or structure of wood or metal attached upright to the sternpost or, in single-screw vessels, to the rudderpost of a vessel by hinges (etc.), so that it can be turned, as by a tiller, causing the vessel's head to turn in the same direction, because of the resistance offered to the water by the rudder.

The foregoing definition would fail of its purpose—and would not be suitable for the definition bee—if it omitted any one of several details, e.g., *flat* or *attached upright* or *by hinges*. In time the concepts of genus and differentia may be introduced, another

EDITOR'S NOTE: *The author explains some classroom devices which he uses to enlarge pupils' vocabularies and teach them precise expression. Mr. Minton teaches in Brooklyn, N. Y., Technical High School.*

gain for the logical sense in the project.

The game may also be played with adages and proverbs, which are presented in parallel or expanded form. The class is asked to identify the sayings from which "rococo" restatements like the following are made:

Half a verity is often a great mendacity.

A domesticated feline may scrutinize a male monarch.

We are confident of the omnipotence and beneficence of the Deity.

Don't lament audibly about the inadvertent overturn of a vessel containing lacteal fluid.

If anyone filches my receptacle for money carried on the person, he purloins refuse or rubbish.

A round bulging cask void of contents causes the greatest stimulation of the auditory organ.

Absurdities? Of course. The teacher makes that clear—lest, to paraphrase Boswell, little fishes begin talking like whales. But words are learned, and that's the point. It's quiz-kidding with a purpose.

Two Assignments for Harry

Harry Hackett was in his senior year in high school. He had been in his senior year in high school for three years. The Hacketts, father and mother, were determined that he should go to college and have an "education". But he just couldn't pass English. Harry not only failed to pass his examinations in English; he refused to have anything to do with the stuff—especially Shakespeare! He wouldn't even crack the book.

But Harry could draw, and Harry was tops in any of the "practical arts". And, except for English and to English teachers, he was the best kid in the whole school.

The third year that Harry was a senior he drew a new English teacher who knew his record. This teacher had a hunch. First meeting of the class, he asked Harry to stop a moment. Harry obeyed, resigned to the inevitable verbal flogging. But his eyes popped open when the teacher said, "Harry, you know enough English to pass; you just don't know how to show it. How about our working along that slant?"

Harry bided his time, but it sounded interesting.

"I'll make a bargain with you," his teacher went on. "For you to come to class every day would waste your time and mine. I'll give you just two assignments, one this quarter and one for next. Then we'll take the last two weeks to brush up on what you've already had. Right?"

Harry wasn't going to be caught. "What're the assignments?"

"First term, you are to write out the worksheets for making blueprints for the model-airplane class. You can work with Mr. Reed, and he's agreed to check with you. If you can write clearly and simply enough for boys to make working drawings, you'll never have to worry about passing exams again. Come in to me any time you're stuck and I'll help you work it out."

Harry thought hard. There was a catch in it, of course, but, heck! it would be kinda fun. Aloud, he said, "What's the other?"

"The other is right up your alley. I want a complete set of scene sketches for *Twelfth Night*. It will be up to you to provide for every entrance and exit, and you'll have to look up some reference books to make your scenery and costumes match, so far as the historical period goes. But I'm interested in a practical design for really producing the play. What do you say?"

Harry's "Okay!" fairly tumbled out.

Of course, the results are obvious. Harry got so interested in his designs that he read the despised Shakespeare from cover to cover. He not only "cracked the book", he cracked books *about* the book, until he pestered the librarian beyond relief and had become as good an authority on Elizabethan English, on Elizabethan character, and Elizabethan dress as a high-school boy very well could.

It was Harry who sold the senior class on giving *Twelfth Night* (with his settings, of course) for their senior play, rather than the current next-to-last-season's Broadway hit, with the grave explanation that "any play that's been a hit of the season for a couple hundred years oughta be a hit for us." It also was Harry who caught "thrice-drowned Viola" chewing a wad of gum and proceeded to lecture her on the sin of anachronism. The director missed up on that completely.

But there was more to it than that. College shone out as an exciting place in which to get more under his belt, instead of a place to enter rather than have any more fights with his folks. Perhaps, best of all, nobody had to pound anything into Harry's head; he was already asking questions about the subject before ever it came up in the class procedures.—*Virginia Drama News*.

CENSORSHIP FAILS

or, How Keep Pornography from Pupils?

By JOHN H. TREANOR

BOSTON CENSORSHIP of books is again creating comment in various local and national publications. As a schoolman of some twenty years' experience in the community and as an enthusiast in the field of English letters, I find myself aroused by the point of view expressed by so many current articles.

From long and intimate observation of adolescents in Boston, both as an administrator of a school and as a classroom teacher of English, I am forced to two conclusions: that our boys and girls are becoming progressively familiar with the manifestations of sex, in theory, knowledge, and, in some cases, unhappily in experience; and that most of their information has been acquired from filthy books and periodicals and from the movies. A few years ago public opinion forced Hollywood to clean up the movies—but no similar movement has made any progress in the field of letters.

The amount of money which school children hand over the counters of our corner stores for filthy, lewd, and suggestive periodicals is a continuous reproach to writers, publishers, dealers, parents, and citizens alike. If anyone believes I exaggerate, let him spend an hour in the nearest corner store scrutinizing the mass of impure ma-

terial which is available to children as well as to adults. Let him ask himself if he would approve such things in his own home.

Boys and girls, at an age when the vital impulses of life are becoming manifest, leap in their instant curiosity, like a moth to a flame, whenever anything remotely connected with sex falls to their attention. It is not hard to imagine what runs through their minds as they turn the pages of some of our publications. Their thoughts, so easily inflamed by accurate and life-like pictures, with the very portions of the human body exaggerated which in all decency should be unnoticed, are nothing but the thoughts of impurity and unchastity.

No printer's art, no writer's skill, no artist's technique can, in all the success of arrangement or the powers of composition, turn aside an adolescent's attention from one primary, striking thought: this is forbidden, this is wrong, this I should not do. It is significant beyond comment that boys and girls, their consciences yet tender, are ashamed to be seen with such publications in their hands. I have never yet questioned a boy or a girl about such material who did not admit that such a magazine or such a picture was wrong. Children know instinctively the difference between right and wrong.

The availability of such inflaming, suggestive material has had a profound effect upon pupils' reading habits. Why struggle with the vocabulary of *Captains Courageous*, *The Wonder Book*, *The Sketch Book*, *Julius Caesar*, and the like, when I can easily obtain stories of excitement, written in short, easy sentences and in words al-

EDITOR'S NOTE: *The author discusses what he considers the lewd and suggestive estate of magazines and books of our time, and why censorship cannot prevail against it. He offers a solution, but doesn't suggest any ways of accomplishing it. Mr. Trianor is principal of Francis Parkman School, Jamaica Plain, Boston, Mass.*

most always confined to one syllable?

Certain actions of humanity, certain relations of human intimacy are so much more interesting than the stuff we get in school. In periodicals, pictures and other illustrations make comprehension almost effortless, while in books the simpering, infantile vocabulary and sentence structure, direct and unadorned, put very little strain upon any mental ability.

Sensations are entirely primary and are instantly aroused. And with such a flood of material available, so exciting and so attractive, it is ridiculous to waste time over the subtle tenderness, the heroic sacrifice, the generosity of soul, the high and noble characters found in more difficult books. Any skill in English composition, any charm of style, or any fascination of vocabulary is entirely lost—not because boys and girls despise these things, but because they do not suspect their existence.

As boys and girls grow up, it is not surprising, therefore, that their reading habits tend more and more to the excitement of life. And in the last analysis, no stimulus is more continually present or more generally noticed among human beings than the impulses and manifestations of sex. Hence the appeal of our best-sellers, which any disinterested person must admit are careful to include a stimulated portrayal of sex in multitudinous variations.

In itself sex is not wrong, nor the use of it in literature. There is no more impassioned language anywhere than in certain chapters of *The Ordeal of Richard Feverel*, in certain scenes of *Romeo and Juliet*, in the third act of *Cyrano de Bergerac*; and these are only a few. Yet I defy anyone to say that such a use of sex, of the human relations between man and woman, are impure or, except to the most perverted imagination, give rise to impure thoughts. Can we say the same for *Three Harbors*, *Anthony Adverse*, *For Whom the Bell Tolls*, *Life in a Putty-knife Factory*, and a thousand others?

Let us have less of the censorship of sex in literature and more of its true and noble manifestation. Let us have writers who know their trade, who by a long and arduous apprenticeship have learned to write a polished and significant style, with a vocabulary ample enough to express the smallest variations of meaning, the most subtle relationships of life, who acknowledge a bond between their art and their readers, and who are content to write only because they do good in the world. Let them say as Milton said, "If ever God instilled an intense love of moral beauty into a man, He has instilled it into me."

By all means give us sex in literature. Give us another *Monsieur Beaucaire*, another *Hangman's House*, another *Tristram*, another *Othello*, another *Paradise Lost*. Give us more cathedrals in honor of Our Lady, more paintings in honor of her Son, more music dedicated to those we love. But above all, give us more books; books we are not ashamed to read, that make us better human beings, books over whose pages we linger and to which we return, books whose beauties we long to share with our children.

Judge Adlow, in a recent test case in Boston, was unquestionably right when he said that the book, *Tragic Years*, was a disgrace not because it was immoral but because it was so dull. Take the sleeping bag out of Hemingway and he is just another writer. But take the sex out of Shakespeare—there are indecent passages in the Bard—and there is still a golden stream of choice and indescribable beauty flowing through the centuries and giving delight and wonder and satisfaction to all who read his great plays.

What Boston needs is not censorship but a revival of literature, a return to scholarship and respectability in arts and letters, a rebirth of true and noble writing. Then an enlightened citizenry will scorn such books as *Cannery Row* (from the front page of *The New York Times Book Review*:

"The best pages are the coarsest . . .") because they will be too busy and too happy reading the literature of nobility and of culture.

Censorship of morals was a failure in ancient Greece and in Rome and in Puritan England. It will always fail. Gibbon put the burden of censorship where it should rest. "A censor," he said, "may maintain,

he can never restore, the morals of a state. It is impossible for such a magistrate to exert his authority with benefit, or even with effect, unless he is supported by a quick sense of honor and virtue in the minds of the people, by a decent reverence for public opinion, and by a train of useful prejudices combatting on the side of national manners."



A Union Statement on Teacher Membership

In several American cities where AFT locals have been organized recently the antiquated argument has been revived that teachers have no place in the labor movement because they should occupy a neutral position in the "social struggle". "Since the children of all social levels in American life are in the public schools," it is argued, "teachers must not join with any organization representing any special class." This argument presupposes the existence of opposing struggling gradations in American society and contends that teachers, as public servants, should remain scrupulously aloof from all of them.

This social strait-jacketing of teachers is well illustrated in one of the larger cities of Iowa, where the teachers' professional organization consists of a group of committees appointed by and responsible to the superintendent of schools. In this city the superintendent had attempted to cultivate the support of organized labor by declaring that he once belonged to an AFL union. However, this political action boomeranged when the labor leaders recently proposed to the superintendent that the teachers should join the AFL.

The superintendent called a meeting of the principals and chairmen of committees and said to them: "I was once a union carpenter. If I ever go back to the trade of carpentering I shall again join the union. However, teachers have no place in the American Federation of Labor because they have in their classes the children of the CIO and of non-union groups, as well as of the AFL. Teachers must remain neutral."

Carried to its logical conclusion this argument would mean that teachers should not join any organization unless all of the parents of the children in their classes belong to that organization. According to this superintendent's philosophy no teacher should join a church because there may be Protestants, Catholics, Jews, and members of other churches in his class. No one can deny that history is full of intense rivalry and bitter struggle in the field of religion. Would the proponents of teacher neutrality argue, therefore, that teachers have no place in the churches since there is conflict in religion?

The theory of absolute social neutrality and professional isolationism would also deny to a teacher his right to participate in the fundamental processes of democratic government, for the defense of which we have waged total war on far-flung battlefronts. According to such a theory a teacher should not be a member of the Democratic party or the Republican party unless all of the parents of his pupils belong to that party. Regardless of how strongly a teacher might feel about current political problems he would be compelled to inhibit his interest in good government and to maintain a strict "poker-faced" neutrality outside the school as well as in the classroom.

Professionalism has reached its lowest ebb when administrators assume that teachers cannot be trusted to join a church, vote with a political party, or join a union without using the classroom unfairly as a medium for promoting prejudice.—IRVIN R. KUENZLI in *The American Teacher*.

Tucson High Offers Pupils a Busy SOCIAL LIFE

By
CALANTHE M. BRAZELTON

WHEN the "teen-age" brother and sister begin asking each other "What are you going to do tonight?" alert parents start looking for something wholesome for them to do. It is then that many grateful parents first realize that the high school, aware of their children's needs, has already provided things for them to do, and that student social life in a modern school presents a striking contrast to that offered pupils a generation ago.

Then the one cherished event of the whole four years was the banquet given at the end of the senior year. Unusual was the school that also included a banquet at the close of the junior year. Quite different is the social program in the modern high school, which more often than not schedules at least one weekly social event.

At Tucson Senior High School the school calendar, which is arranged at the close of each school year, provides for entertainment the whole year through. Football games are followed by dances, given in the dining room of the cafeteria. When the annex was built in 1939, the dining room was designed especially for recreational use, so it is large enough to accommodate one thousand students at a single dance. For music at these dances the school has organized a swing band. As a result the

dances are highly popular. By student request dances are also given after basketball games.

Dances begin at the close of a game and last until twelve o'clock. From eight hundred to a thousand pupils attend each football dance, and about five hundred attend each basketball dance. A student "table-chair" committee clears the floor, soft drinks are on sale, and checkroom facilities are available. Regulations governing dances are given in the Social Code, published in the school handbook.

Among the various special dances given at intervals throughout the year are the class dances. The social high light of a student's high school career is the Senior Ball, with its ever new and beautiful decorative effects, its programs, favors, and confetti. Second only to the seniors' dance is the Junior Prom, traditionally given by the juniors in honor of the seniors. The newest class dance is the Sophomore Hop. Strictly informal, the dance programs are the only frill allowed the sophomores.

The mid-year and the end-of-the-year graduation dances follow the commencement exercises, and have become endeared to the seniors as the last farewell "get-together" before the class is scattered forever.

The Junior Red Cross, seeking opportunities to augment its funds, has for several years given a Junior Red Cross Fiesta as a major money-making event. It has been well supported by the pupils, who enjoy the variety entertainment program and the dance which follows. The Junior Red Cross showings of feature movies, followed by dances, are gradually gaining increased student support.

EDITOR'S NOTE: Miss Brazelton writes that parents have been enthusiastic in expressing their gratitude to Tucson, Ariz., Senior High School for its extensive program of social activities that have given the pupils wholesome entertainment at small cost. The author is dean of girls of the school.

Because the school calendar just does not have enough open dates for all, the Junior Red Cross has "pioneered" by using Friday nights when the basketball team is out of town. The players do not object; in fact, they have gone on record as being glad there is something for the ones who remain at home to do.

Rounding out the total number of special dances are those given annually by individual organizations, some of which are Tuc-Hi, Hi-Y, *Cactus Chronicle* (school paper), and the Lettermen's Club. If no open date is available, an organization dance cannot be scheduled. Besides dances, each year there are several picnics and banquets. The banquets may be held on school nights, if concluded by eight o'clock; picnics are allowed only on Fridays after school and on Saturdays.

There are at least three school plays a year, each being produced two nights in succession. *The Fighting Littles*, *Junior Miss*, and *Our Town*, last year's productions, won the praises of everybody. Band,

orchestra, and vocal concerts account for at least five week-end events.

In short, the week-end entertainments offered to pupils at school furnish at least one event a week throughout the year. Whenever possible, Friday night is always chosen in preference to Saturday night, but occasionally—as for plays—both nights must be used. The school believes such a program supplies the answer to that inevitable "teen-age" question, "What are you going to do tonight?" Parents agree.

Commenting on the dances after the games, one father said, "Before these school dances started, I gave my boy five dollars for an evening's dancing at night clubs, where I disliked to see him go. Now I give him fifteen cents and he has the time of his life."

Other parents have told school authorities that the social life program is undoubtedly one of the finest features, if not the finest, of the school. Incidentally, the percentage of our pupils involved in juvenile delinquency cases is negligible.



* * GUEST EDITORIAL * *

Classes for the Community's Adults

Planning is sadly lacking in any educational program above the high school and college levels. We thrust our youth out of our schools, diploma in hand, assuming that they have finished their necessary education. No provision, whatsoever, is made for any additional guidance.

What happens? Great numbers degenerate into pulp paper magazine reading, passive entertainment, acceptance of pre-digested ideas, are swallowed up by routine matters of daily life. Few learn any desirable new skills. Few broaden their horizons. Few can point to any continued constructive growth.

This is not because the adult mind is incapable of learning. Studies show that there is very little decrease in the ability of the mind to grasp new

ideas. It may take a little longer, but the ability is still there. No, it is not that the mind solidifies; it is just that adults, like children, need a little inspiration, encouragement, direction—in other words, a planned adult education program.

No. Education, schools, should not be confined to children and youth. Doors should be open to all who desire to enter; classes in history, sewing, art, woodworking, literature, music, science, citizenship offered to everyone. Perhaps the beginning will be small, but watch the classes grow over a period of years. Adults have not been used to the idea of going to school; but, once they start, never again will we be able to close the portals of public education on the youth with a diploma in his hand.—*North Carolina Education.*

The Editors suggest rules for manuscript preparation:

1. Always double-space typewritten articles. The editors accept good single-spaced articles, of course. But they are difficult to edit, as there is no space between lines for changes, corrections, and marks for the printer.

2. Please make a carbon copy of the article—but do not send it to the editor. Carbon copies are hard to read; and editors, from unpleasant experience, wonder whether the article was submitted to one or more other journals at the same time. Keep your carbon copy. Most articles pass through the hands of two or more editors who are away from the journal's offices and almost every magazine in its history has lost a few manuscripts.

3. Always state your position and the name of your school. Often the point of an article reporting a school practice is

heightened by the author's mentioning in the article, or in his accompanying letter for our Editor's Note, the enrolment of the school, or other pertinent facts. We cannot publish an article until we know what the author teaches or does, and where.

4. Leave at least two inches of blank space at the top of the first page, and begin the title below that. Your name and address should be placed in the upper left-hand corner of the blank space. Manuscripts should have margins of at least one inch on each side of the page, and at the top and bottom. Such margins are a convenience in editing.

5. The foregoing points are those most frequently neglected in the manuscripts we receive. We hope that we are performing a service to readers in bringing these suggestions to their attention.

We welcome contributions from readers

The editors of THE CLEARING HOUSE extend a cordial invitation to readers to submit articles dealing with any phase of secondary education.

We feel that many readers, or their schools, have developed units, courses, teaching methods, administrative procedures, school programs or activities, that should be known to thousands of other CLEARING HOUSE readers throughout America and abroad.

We particularly welcome practical articles reporting specific experiments and accomplishments in named high schools or high-school systems. We are also interested in secondary-education articles of a more general nature, and these include satire and articles dealing in a

forthright manner with important controversial issues in the field.

No part of THE CLEARING HOUSE is a closed shop. Readers should feel free to contribute to every department, including the Editorial department.

No article is considered too short. Our preferred lengths on longer articles are 2,000 to 2,500 words. (The average double-spaced typewritten page contains about 300 words.) Significant articles may run to 3,000 words or longer.

Address all manuscripts and all editorial correspondence to The Editors, THE CLEARING HOUSE, 207 Fourth Avenue, New York 3, New York.

LIKE MYSTERIES?

Try the Erudite Educational Journals

By H. M. LAFFERTY

READING MYSTERY and detective stories is a favorite pastime for a lot of people. Such readers get a real thrill from ferreting out clues and putting them together in order to discover "whodunit" before the final chapter. Educators who like their leisure reading filled with false leads are missing a good bet in some of the articles which appear quite regularly in the more erudite and respectable professional journals.

True, there are no cadavers or autopsies involved in these articles. But there certainly is no lack of situations in which the rigid application of inductive reasoning leaves the reader totally unprepared for the denouement.

The rules for getting the most out of these writings are simple. Take an article, preferably one dealing with a criticism of existing school practices or with an analysis of postwar needs in education. Read half-way through it and stop. Without reading further, decide on the spot whether the author is for or against the position he took at the beginning of the article. Then read the remainder of the article. Check the

author's final stand with the conclusion you reached earlier. Do this for a number of articles. When you are finished, the chances are you'll either throw away your collection of Crime Club first editions, or else you'll rush out and buy yourself the latest thing in straitjackets.

The man who gave us the phrase, "Don't change horses in the middle of the stream", most certainly had never read extensively in the literature for teachers. Or maybe he had—the research files of *Harper's Bazaar* are obscure on this point. It really doesn't matter. If the printed word is read correctly, the educator possesses marked agility when it comes to juggling flatly contradicting statements. The result gives rise to reader impressions quite different from those the author may have intended.

To illustrate: I pick up a professional journal in education and dutifully check the table of contents. An article titled "The Decline of the Liberal Arts" attracts my attention. Turning to it, I am immediately gripped by the first decisive sentence: "Liberal education has failed." More in this vein follows, until on page two I read: "Thus, there is this inescapable conclusion—the liberal arts have defaulted their obligations."

Then and there, as a teacher of a liberal-arts subject, I realize that my number is up. Even a hurried re-reading of Henley's *Invictus* fails to bring its usual comfort. Forthwith, I make my last will and testament, lay out my insurance policy, burn all incriminating notes, and tidy up the bureau drawer. Taking out the small bottle marked "Poison" in the medicine cabinet, I get ready to swallow. But the school

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EDITOR'S NOTE: *We very much fear that the author is poking fun at "the more erudite and respectable" educational magazines. He recommends them to teachers who like to read detective novels and wrack their brains to figure out "whodunit". The trick is to attempt to decide where the author stands on the issue about which he writes. Lt. Lafferty is attached to the Bureau of Naval Personnel, Washington, D. C.*

teacher in me is strong to the last. Before I can carry through I am back at the journal, determined to finish reading the article before I go. To do less would be a rank discourtesy to a colleague. To say nothing of a flagrant violation of the Adlerian precepts on how to read and like it.

Much to my surprise I discover that just before the author is ready to administer the *coup-de-grace* to liberal education as we know it, he is seized suddenly with a change of heart. "Liberal education can, and will, meet the challenge. Already events are proving that this is no idle conjecture." Within the short space of a paragraph, the cause of liberal education not only has been rescued from the ignominy of defeat. Better yet, it is far down the road to bigger and better things. "For the post-war world the liberal arts offer the single best safeguard to preserving the dignity of the individual and the true meaning of the democratic way of life."

Back goes the cyanide bottle to the bathroom shelf. Off comes the tea cozy, and I pour myself a steaming cup. It was a close call!

The casual player of horse racing, who has more enthusiasm for the sport than money, usually plays the favorite "across the board" rather than "on the nose". This means (as it was explained to me) that if the horse finishes first, second, or third, the better wins, the amount of his winnings depending upon the order in which the horse crosses the finish line. If the better had played the horse to win ("on the nose") and the horse had finished anywhere but first, all he would have received from his investment would have been experience. Used judiciously, this technique has certain salvage features about it that the "all or nothing" method does not have.

Educators, in their writings, too often use this same technique. Rather than risk a possible challenge from a fellow professional, or shut off avenues of escape in case he changes his mind at some later date, the

author plays it safe. He comes out for both sides of whatever issue is up for discussion. True, nobody is convinced, but that is of little consequence. What is more important is that this way nobody gets his feelings hurt or has his pet theories put in jeopardy.

This kind of writing usually takes one of two forms:

First, as pointed out earlier in a case study, the author vanquishes the opposition early in the game. He then spends the rest of the time applying resuscitation. Not only that, he manages to stick around until the victim has been completely revived. For example, one article recently published starts off like this: "The philosophy underlying the logical organization of subject matter results in a completely sterile learning environment." For a few sentences the author stalks his quarry with all the relentlessness of a subpoena server. As the article unfolds, however, he begins to have doubts. One can feel the change of pace as the paragraphs mount up: "While the interests of the individual must, of course, remain paramount, the selection and arrangement of learning experiences must be so handled as to avoid capriciousness."

At this stage the attack, launched with such vigor and confidence, has slowed down to a walk. As the author nears the finish line all the fire is gone: "A study of the separate subject fields and their interrelationships must necessarily precede any serious attempt at constructing courses of study." Here is all the resignation of a parent after a 30-minute session with his seven-year-old offspring on the subject of where do babies come from.

There are several variations of this approach, the chief difference in each case being the time required for the author to become conscience stricken and begin disavowing all that he has just finished saying.

The second form uses the same procedure, but in reverse. Instead of putting an issue in education on the rack right at the start, the author extols at some length the

promise and potentialities of the issue. This causes the reader, if he is the least bit inclined to impulsiveness, to conclude that everything is under control. Then the blow falls, and the author begins methodically to point out that at the rate things are now going those selfsame good qualities have about as much chance of being realized as a vivisectionist has of becoming a party whip for the A.S.P.C.A. The whole process is reminiscent of a youngster who works long and hard to build a snow-man, only to destroy it immediately after.

In either form, for the reader who likes his professional literature straight, such tactics provoke the same monosyllabic judgment handed out by the American general at the now famous battle of Bastogne, "Nuts."

This business of trying to cover the waterfront has little to recommend it to the teacher-author. To some, of course, playing both ends against the middle is regarded as a real measure of scholarship—a proof of one's familiarity with the field in which he is writing. An obfuscation of the obvious, combined with a liberal helping of evasiveness when faced with the less obvious, is sometimes held to be necessary stock in trade of the would-be savant.

To those who like their facts straight, all this is confusing. They may be able to see why the complexity of the material in education makes it impossible always to express convictions in blacks and whites. They are not prepared, however, when the opening lines of an article do not know what the concluding passages are about and vice-versa.

The syndicated columnist, who writes more about education than he knows, can get away with this sort of thing. Mainly because what he writes today is wiped out by tomorrow's dateline. Even when his thinking pirouettes like a weather vane in a freshening wind the reader is not seriously concerned. There is always tomorrow and its promise of something new and better. Similarly, when a writer of verse finds beauty in a line of wetwash, we call that "poetic license" and everybody is happy. Except, maybe, the owner of the wetwash in question.

The teacher-author, however, cannot expect any such daily reprieve, nor can he enjoy any such freedom of expression. As an advocate of clear thinking, he is expected to depend more upon his head and less upon his heart. The minute his writings develop signs of fuzziness he quits (or should) and waits until the visibility is better. There are some who ignore this warning, who insist upon muddling through to the final paragraph at the expense of some circuitous navigation. These are the ones—while deserving of an "A" for persistence—who add fuel to the belief that the field of education is essentially an aggregate of opinionated hokum.

The burial of this belief should be a primary objective of those who are convinced that education has something worthwhile to offer. Before he can essay the role of grave-digger, however, the teacher-author must give positive proof that his thinking has the quality and constancy that commands attention and a respectful hearing.



That Explains It

Because young people come into closer and more frequent contact with the old maids who teach than they do with those who are tucked away in some private office, they get the idea that there are more old maids in the teaching profession than in any other. Well, there are no statistics to prove it either way.—ERLING NICOLAI ROLFSTAD in *Wyoming Education*.

SQUARE DANCING:

Noon-Hour Fun at Vail Junior High

By

JAMES M. LYNCH, JR.

ARE YOU HAVING trouble with that noon-hour program? Are you interested in putting on something which will take the minds of your sophisticates off jitterbugging for a few minutes? Would you like an activity for the younger element in your school which will aid in developing wholesome boy-girl relationships? Then you want to give "Square Dancing" a whirl now and then. For even if they are "city slickers", your pupils will get a kick out of it when they learn how to strut around in response to "swing your partner" and "do-si-do".

Square dancing when it's properly taught is fun. Perhaps it's the rhythmic cadence of the hillbilly music which sets off the young and the old. Perhaps it's the socializing aspect, brought about because each person is dancing with four members of the opposite sex at the same time instead of one, which appeals so much. This bit of "Early Americana" most certainly is a lifesaver to that type of pupil who lacks the courage to "go out on his own", but feels inconspicuous (and therefore less embarrassed) when dancing with a group of seven others.

No doubt you feel that there are a lot of technical difficulties to overcome before

you can put on "Pop Goes The Weasel" and "Duck Your Oyster". True, there are several problems. But like everything else, it requires only a little planning and a little ingenuity to make the project successful.

Take the question of the necessary music, for example. If you have any clever musicians in your institution they can easily learn those relatively few bars of music which are repeated again and again until the "caller" finishes. If you lack the "hill-billies", then buy the numbers you wish from any leading "platter" manufacturer, such as RCA Victor, Decca, or Henry Ford, roll in a "turn-table", and you're all set.

The "caller" should be considered next. If you use "live" music get somebody with a loud voice (or better yet, use an amplification system) and let him study the simple directions to be found in any of the texts which are available in libraries or at bookstores. If you use records you'll find many of them have the "calls" superimposed on the music—and a keyed booklet is usually included to enable you to follow the correct order when teaching the dance.

As to instructing the dancers, several methods have been used successfully. The physical-education department can stress the fundamentals early in the year and review them periodically. Or small groups can be organized, and as they learn they can pass on that knowledge to others.

At the Alfred Vail Junior High School the Dance Club, which meets weekly during the club period, does the yeoman work. Members go around to the various homerooms armed with diagrams and the ability

EDITOR'S NOTE: Mr. Lynch says it's rather simple to get a square-dance program going in your school, and tells about his own experience. If this account gets you enthusiastic, don't let us stop you. The author teaches in Alfred Vail Junior High School, Morris Plains, N. J. He is sponsor of the school's Dance Club, which conducts the square-dance activities of the student body.

to define such terms as "honor partners", "allemande", "four hands around", etc. Each time a new dance is to be tried they review the vocabulary with their "students" and then teach the unfamiliar quadrille, usually employing eight of their pupils as demonstrators.

One noon hour a week of actual square dancing has been found to be the optimum time, since it allows sufficient opportunity in between for teaching new material and correcting past mistakes. (Other activities such as volleyball, talent shows, and ball-room dancing fill up the other noon hours of the week.) At all times a simple precaution is observed: the floor is never permitted to become overcrowded. Ample facilities should be available for spectators, who seem

to enjoy the "sets" almost as much as the dancers.

To be sure, when the square dance itself is ready to begin in your school, there are a few last-minute things which must be done. After calling for volunteers to "fill up the floor", the "caller" should announce the dance and have the participants walk through the more difficult phases of it to be certain everyone knows what he is expected to do. He should warn the male dancers (if he deems it necessary) to exercise self-control—not to swing their partners off the floor as some are wont to do if they become too exuberant.

Then it's "Eight Hands 'Round" and your pupils are off to a noon hour of hilarious fun!



Excuses for Sale

Many of our modern-day youth give the high-school principal the most outrageous excuses for being absent or tardy. It is rather amusing to glance back over a few of these. Many principals will recognize these same excuses, regardless of whether they are in an oil town, cotton town, or ranch town.

The most frequent of these excuses taken from the files of an average-size school are as follows: Pink eyes; laziness; clock slow; father's fault; attended funeral; slept all day; shocking feed; roads too bad; needed at home; needed in courtroom; too ill to attend classes, yet able to go to show last night; too ill to attend any class except physical education; just absent; hunting airplanes; had to clean house; cutting classes; too cold; bad weather.

Unexcused; headache; fixing dad's income tax; sleeping and resting; feeling bad; illness and loafing; trouble at home; locker trouble; downtown on business; overslept; made candy for soldiers; to see fat stock show; had chicken pox; washing clothes for grandmother; ate too much dinner; family overslept; soldier friend in town; mother asked her to stay home; couldn't get to town.

Buying annual; sore throat; shopping; burned leg; helping take care of another girl's burned leg; taking care of sister's children; working on rail-

road; had measles; picking dandelions; spent night with girl who had to help family this a.m.; nose-bleed; mother fitting coat on her; tried to get way to ball game, but didn't; mother was ill; planting potatoes; put off bus for fighting; long distance call to make; getting hair cut; having boots half-soled; fighting a fire on a prairie; bad cold.

Sprained ankle; delayed at gym; talking to coach; thought he was late when he wasn't; got a pain; on school business; stayed at home to roll hair for flower girl at funeral; whooping cough; in office trying to get a pass; helping to work on teen canteen; too wet outside; helping mother wash; had to cook dinner; riding bicycle.

Frozen feet; visiting with army inductee; couldn't get across creek; missed bus; butchering hogs; hunting ducks; danced all night and needed sleep; doctoring sick cow; talking to a certain teacher, he says; skipping school; had to take grandmother to doctor.

Ate breakfast this a.m.; talking to teacher without pass; detention hall; overworked at home; wasting time in office trying to get pass to get out of school; feeding the hogs; admit her to class for some good reason; delivering papers; just had study halls so thought he would go home.—DEANE FLETCHER in *The Texas Outlook*.

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SCHOOL NEWS DIGEST



Edited by THE STAFF

PRICE CONTROL: A 7-page mimeographed study-discussion outline, "Reconversion Pricing for Postwar Prosperity", deals with the need for post-war price control. It is offered free to schools by the Department of Information, Office of Price Administration, Washington 25, D. C.

TEEN CENTERS: More than 3,000 teen-age centers serving about a million boys and girls have sprung up in the U. S. since the start of the war, according to a survey made by the Federal Security Agency's Office of Community War Services. Most of these clubs were initiated by teen-agers themselves, many are self-operated, and some are financed by the juniors. A number of communities report plans to finance and house permanent youth centers, and in some places these will be community war memorials. Oldest youth center reported in the study is in Colchester, Conn., where it was started in 1939. Only 4 youth centers were known in 1941. The great majority sprang up between 1943 and 1945. Activities range from jukebox dancing and "hanging out" to broadscale programs including radio broadcasts, forums, art classes, shop work, club newspapers, orchestras, etc. Based upon an investigation of 300 representative youth centers, the FSA has issued a pamphlet, *Youth Centers—An Appraisal and a Look Ahead*, to serve as a guide in teen-age center planning. Free single copies are available from the Recreation Division of the Office of Community War Services, Federal Security Agency, Washington, D. C.

STRIKES: The way things are going, some enterprising publisher may soon bring out a book called "The Schoolman's Handy Guide to Strike-Breaking". We can record only a sampling of the wave of strikes and agitations that have cropped up in various school systems lately:

In New York City, high-school teachers who coach athletics went on strike for extra pay for their extra work. Quickly sympathy strikes were staged by pupils in a number of high schools, who walked out of their classes to parade, picket, demonstrate.

In Los Angeles, reports the Associated Press, 8,000 high-school pupils and labor-union members paraded, and formed picket lines around Polytechnic High School, in protest against use of a public-school auditorium for a speech by Gerald L. K. Smith, who is accused of being a Fascist.

In Flushing, N. Y., mothers of 32 pupils in a

teacherless elementary-school class voted a one-week stay-at-home strike for their children, to compel the board to supply a permanent teacher, states the newspaper *PM*.

In Gary, Ind., 1,000 white pupils of Froebel High School staged their second strike in protest against attending school with Negro pupils, and against receiving race-relations instruction. The pupils, backed by their parents, according to the *New York Post*, have defied a board of education order to return to their classes. The pupils' first strike, in October, lasted two weeks.

In Boston, Mass., says *PM*, several hundred pupils of Hyde Park High School walked out on strike in protest against the transfer of a favorite teacher.

Maybe you'd better go and take a look in the art department, just to make sure the pupils aren't painting strike banners.

SOCIAL SECURITY: Louisiana high-school pupils have been given information on social security through a series of state-wide programs given in the high schools by trained members of the staff of the Louisiana Division of Employment Security, reports Ray Mobley in *Louisiana Schools*. A 40-minute lecture was followed by a question and open-forum period. A week after the lecture in each school the pupils who chose could take a 10-question test on the subject—and two-thirds of those who attended the programs volunteered for the tests. The unusually high state-wide average of grades on the test was about 80 per cent, indicating that many pupils did further study on the subject from material left in the school libraries. Mr. Mobley states that a "tremendous interest was shown by the pupils and the teachers".

VISUAL AIDS: The Virginia legislature has appropriated \$1,112,000 for visual aids in the State's public schools. Reporting "this huge appropriation", *Film and Radio Guide* explains that it was made possible by Governor Darden's particular interest in visual education. In a business enterprise with which the Governor was connected, he saw the use of training films that prepared workers for their jobs efficiently, in far less time than was required by previous methods. That is why Virginia schools will have an unexpected abundance of projectors, films, maps, slides and other visual materials. State facilities for training teachers in the use of visual aids will be expanded.

(Continued on page 256)



Questionable Advice from Harvard

General Education in a Free Society, the recent report of the Harvard Committee, makes an interesting book. It finds many of its readers in the Amen Corner, and many others in the Raspberry Bleachers. Whether it impresses you as an invitation to complacency or as a challenge to battle, you enjoy it.

The Report contains an excellent exposition of the changes in the high school's outward characteristics and of the potential value of the high school to its immediate constituency and to society in general. It casts off such ancient shackles as grammar for grammar's sake, the restriction to the English faculty of the responsibility for teaching English, and the indispensability of chronological sequence in learning history. In its survey of the complexity of educational problems it takes pains to be objective and uninhibited.

But as the Report continues, the sparkle and glow are dimmed. Objectivity gives way to speculation; resistance to the gravitational pull of the past weakens; and the Committee retires to previously prepared positions. As one feels this, he wonders desperately what is dragging. Gradually he becomes aware of underlying assumptions such as these:

1. The future is and should be a rather faithful replica of the past.

2. Essential, fundamental truth was discovered long ago; the problem of modern education is that of determining how that truth explains what we see today.

3. "Education" is to be defined in terms of materials rather than outcomes.

4. In the individual's search for truth, deduction is more to be trusted than is a survey of consequences.

5. In today's search for ways and means for the solution of social problems, deductive conjecture is more to be trusted than is experiment.

6. "General education" is general in the sense that the courses of which it is to be made up are packed with highly "generalized" knowledge — abstractions, concepts, principles. Somehow it will come about that immersion in this "generalized" lore will enable the "general" population to solve its specific problems.

7. "General education" cannot be derived from vocational education.

8. In any proper division of humanity into the "gifted" and the "less gifted", "gifted" means "academically gifted".

9. In planning secondary education, the young people's ambitions, motives, drives need not be taken into consideration.

So what at first impresses one as naivete in the recommendations for secondary education is really just stubborn adherence to these and similar assumptions. Those at work in the secondary field will be puzzled, for they have long since, for the most part, repudiated these assumptions. For example:

1. The only situation under which education might be defined in terms of materials is one in which all students are alike; there any given materials might always produce the same result. Modern education sets up its purposes in terms of human behavior, and experiments to find what materials and what teaching lead to desired results.

2. The startling variety in human activities and human achievements compels the abandonment of any effort to brand people as "gifted" and "less gifted" on the basis of a single criterion, be it capacity for abstract

thinking, capacity for making money, capacity for military strategy, or anything else.

Note: When Truman, Churchill, and Stalin sat down together to decide the course of human events, the "academically gifted" were apparently not represented. In that trio there was a higher percentage of academic flunkers than is to be found in any college in the land. Churchill flunked his way into Harrow and out; but at Sandhurst, a vocational (military) college, he was eighth in a class of 150. Stalin at fourteen entered a seminary with the vocational objective of the priesthood in mind; five years later he was expelled (as the authorities put it) or he withdrew (as his mother put it). If Truman had been an exceptionally good student in high school somebody would have told us by now; his education beyond that was vocational (legal).

That these gentlemen have gifts of extraordinary value there seems to be not the slightest doubt. Perhaps their greatest are an understanding of human nature and a vision of human destiny. But at Harvard they would not have been classed as "gifted".

When it comes to charting the course for Harvard College the Committee has less assurance than it has in planning secondary education—which is another way of saying that it has a clearer picture of the best candidate for admission than of what should be done with him once he is in. At one point (page 207) the Committee says, "Some doubt may be felt whether the heights of these books may not be beyond the reaches of large masses of the students. *But they have always been admittedly beyond the*

reach of the vast majority of even their best readers. That has not made them less educative."

Harvard has apparently found a way of educating people by means of things that go completely over their heads. This is a revolutionary discovery, ranking with the atomic bomb, and this writer would not dare open his mouth about it.

As one reads this Chapter V he keeps an eye cocked for a revelation of the reasons why the Committee feels that a change is necessary at Harvard. "We conclude, then (page 192) that general education has been neglected in Harvard College. . . ." What, forsooth, is the matter with the Harvard graduates? We have always thought well of them. Wherein have they failed? Have too many of them turned out to be prominent Democrats?

All in all, the Committee commits Harvard to the role of frank conservatism. There is no doubt that the conservative has his uses; he keeps humanity from leaping off into space. He is the center stake to which the tether of the more adventurous is tied. Whether Harvard's tremendous resources in endowments, prestige, and alumni register should be devoted to this function of anchorage is of course a debatable question. But Harvard is entitled to her opinion and to the right to decide. It is to be hoped that she has considered well and that she has more evidence than she discloses.

HEBER HINDS RYAN

Asst. Commissioner of Education
State Department of Education
Trenton, N. J.

♦ *Agent of the Board*

In matters of promotions, salaries, hours of work, and administrative procedures, the most hard-boiled manager that ever went through a picket line may well envy the unchallengeable authority of the school board and its agent, the superintendent; though we must admit that superintendents as a class seem to possess a double personality, in one aspect of which they furnish the most effective leadership available to the teaching profession.—CLYDE RUSSELL in *Maine Teachers Digest*.



Residence in the District

By DANIEL R. HODGDON

A board of education passed a resolution providing that teachers had to establish a residence, on or before June 1, 1941, in the district where they worked. Prior to this the board had adopted a resolution providing "that henceforth all professional employees, within the meaning of that term as stated in the Teachers Tenure Act, shall and must be, and remain, bona fide residents within the territorial limits of the said school district."

A teacher in this district left for Langley Field, Virginia, to reside temporarily with her husband, who was stationed there. On July 7, 1941, she was notified that there was an available house at Pine Knot, Pa., which could be inspected that week. She was requested to occupy the house on or before July 12, 1941. She notified the board that it would be a hardship to return to Pennsylvania at that time because of illness, but said she would be glad to take a suitable house the day before school opened, when she arrived in town. She also stated that she was awaiting a decision upon a request, previously made, for a year's leave of absence.

The board passed a resolution on July 19, 1941 charging this teacher, Mrs. Sinton, with "wilful and persistent negligence" in not complying with the resolution of January 4, 1941, and fixing Aug. 9 for a public hearing on the question of her dismissal.

Mrs. Sinton appeared with counsel. She stated that a trip from Virginia would have been a hardship. She and her husband were contemplating moving to other quarters, and she wasn't in condition to travel that distance.

The board arbitrarily dismissed her.

The commissioner reinstated her and ordered that she comply with the residence requirement within 60 days unless able to show inability to obtain suitable living quarters. The order was based on the grounds that the board was attempting to enforce a reasonable regulation in an unreasonable manner.

The court said that "persistent" means *continuing* or *constant*, and that "wilful" obviously suggests the presence of intention and at least power of choice. The teacher had expressed willingness to comply at the beginning of the school year. Reasonableness of excuse for not complying is a factor. Since the Superintendent of Public Instruction

made no formal findings, the higher court could not pass on it, and therefore sent the case back for further proceeding and disposition on its merits.

Board of School Directors of Cars, Township, Schuylkill Co. Court upheld dismissal. 30 A (2d) 628, Feb. 26, 1943. 35 A (2d) 542, 154 Pa. Super 233.

The question in the foregoing case is: To what extent, if any, should boards of education be allowed to require teachers to live in particular localities? If teachers, like other people, are entitled to life, liberty, and the pursuit of happiness, why have they not the right to live where they wish? Are laws which compel teachers to live in certain places constitutional? Such laws certainly take away the right of the individual to live *where* he wishes and *as* he wishes.

A case on Long Island, N.Y., is a very bad example of this problem. Teachers were required to live in a certain town. Since it was hard to find suitable living quarters, great hardship was imposed on the teachers. Places were rented to them at higher rates than usual because certain real estate interests knew the teachers had to pay any rent asked. There was no choice.

The situation was made even worse because teachers were able to pay the high rents only by crowding themselves into apartments in as large numbers as the walls would hold.

Laws that take away a person's right to select his living quarters and his place of residence are discriminatory and unjust. It would be equally as fair to require all people who have offices or work in New York City, Chicago, or Los Angeles to live in these cities.

Why should teachers as a class—or any class of workers, for that matter—be required to give up the democratic right of living where they can best live and be happy? Maybe we will grow some day into the ways of real democracy for all people.

Bus Drivers Beware

A child seven years of age was put off a school bus, 167 yards from his home, on the side of a highway opposite his home. The highway was much traveled and therefore dangerous, and in crossing it to his home the child was killed. The bus driver

did not wait to see the child across the road and safely home.

The driver of the car that struck the child of course was liable for the death of the child, but the bus driver was also liable. "The school bus is a distinctly modern invention which has become a very important part of our educational system. But while it is comparatively new in operation, the time honored principle of 'due care' is applicable to a driver thereof. However, in view of the fact that the passengers transported on a bus of this character are all children, many of whom are of very tender years, it is manifest that standards of care would comprehend a high degree of caution and vigilance with respect to such a child."

The act of the driver of the bus shows negligence (recklessness). It was his duty to stop the bus at a reasonably proper place, so the child might reach home in safety. While a bus driver is not required to get out of a bus and direct or escort children across a road, he is not relieved from the responsibility of selecting a reasonably proper place for unloading his passenger pupils. Danger might well require that a bus driver unload pupils on the side of the highway next to their homes, but under all circumstances to see that the child has a safe passage to his home.

Hunter v. Boyd, 28 So (2d) 412, Dec. 3, 1943.

Inheriting Reserve Fund

To teachers who pay a certain amount from their salaries into a reserve fund that will eventually help to buy an annuity when they retire, a case in New York State will be of interest.

A teacher who had paid into the teachers' retirement fund since 1917 was married in 1935. She decided to make her sister, not her husband, the beneficiary of the balance of any reserve fund set up in the event of her retirement. On May 31, 1940, she filed application for disability retirement, designating her sister as beneficiary. On June 16, 1940 she died, and the retirement system paid her sister \$13,133.63.

The husband of the dead woman didn't like this state of affairs. He brought an action claiming that this sum was a death benefit and had therefore been disposed of contrary to law. The husband believed he had a right to the money, or part of it, as surviving spouse.

But alas for the poor husband who marries a school teacher. The teacher can do as she pleases with the accumulated fund, for under the law she has a right to designate any beneficiary. It would seem she could not dispose of the fund by will. She must designate some one whom she believes should have it. The teachers' retirement system is not comparable to life insurance.

Moyer v. Dunseith (N.Y.), 180 Misc. 1004 (1943). 46 N.Y.S. (2d), 360, affirmed 45 N.Y.S. (2d), 126 App. Div. 1008.

Fire Escape Accident

It is a duty of a board of education in New York State to employ people to supervise, organize, and maintain athletic, playground, or social center activities. The board must prescribe regulations for school discipline, including educational, social, or recreational activities.

This is a far-reaching order, but there are many boards of education in the state that have never complied with these rules. Usually they are ignorant of them and are not advised of their existence by the superintendent of schools because he too is ignorant of this legal requirement. Now and then some accident happens, and boards are suddenly brought face to face with the reality of these requirements.

The judgment in a case where a child was injured on a fire escape seems to indicate that a board of education should not have fire escapes entering on playgrounds unless the entrances are protected to prevent children from entering. The child was injured on a fire escape in good repair, but the board of education was held liable for damages because there was no properly locked door or gate to prevent the child from entering the fire escape.

It is also the duty of the teachers and principal of a school to prevent children from climbing on and playing on fire escapes.

See *Miller v. Board of Education of Town of Albron*, 291 N.Y. 25, 50 N.E. (2d) 529.

Keep Your Eye Up

A principal was dismissed from his position on the charge of trying to seduce one of his pupils.

The principal saw her standing near a counter in a drug store, and asked her how she was getting along. He added the comment that she was a very attractive girl and had nice legs. She thanked him and walked out.

The court judgment replaced the principal in his position, stating that the girl was not insulted. Apparently she appreciated the compliment because she thanked him. There was no evidence of seduction, said the court. "Such a charge should not be lightly or recklessly made," it continued. "Shakespeare spoke advisedly when he had one of his characters say, 'He who steals my purse, steals trash; but he who filches from me my good name, takes that which not enriches him, and leaves me poor indeed.'"

See *Laney v. Board*, 15 So. (2d) 748.

BOOK REVIEWS

PHILIP W. L. COX and EARL R. GABLER, *Review Editors*

The Student Council, by HARRY C. MCKOWN. New York: McGraw-Hill Book Co., 1944. 352 pages, \$2.50.

McKown, who so successfully edits *School Activities*, now adds another valuable volume to his already generous list of contributions to the student activity program. In *The Student Council* he reviews the origin and development of student participation in school control, summarizes its objectives and principles, and discusses the types of council organization. He offers immediate, practical assistance to the administrator or teacher concerned with the initiation, organization, projects, and financial administration of the central activity group. He has chapters on the student court, the council sponsor, and the evaluation of the student council.

The book is dedicated to Richard Welling, the "grand old man of the participation movement". May the reviewer take the occasion to add his own salute of admiration and gratitude to Mr. Welling, who for 40 years has headed the National Self-Government Committee. Also, he would pay obeisance to the persistent, youthful freshness and

vigor of this long-time friend and former colleague, Harry McKown. P.W.L.C.

Our Good Neighbors in Soviet Russia, by WALLACE WEST and JAMES P. MITCHELL. New York: Noble & Noble, 1945. 273 pp., \$1.50.

The publication of *Our Good Neighbors in Soviet Russia* offers educators who are interested in promoting the idea of one world an opportunity to develop in students an appreciation of the great role which is certain to be played by the Soviet Union in world affairs. This book, authoritatively written, portrays the geographical aspects, the economic growth, and the political development which have combined to create modern Russia.

Although this book is suitable for use at all levels of the secondary school, the facts which it contains and the style of presentation are elementary. However, far from being a comment on the qualifications of the authors, this point merely demonstrates the woeful ignorance of Russian life which exists among American young people.

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WILLIAM H. FISHER

Shopwork on the Farm, by MACK M. JONES. New York: McGraw-Hill Book Co., 1945. 486 pages, \$2.24.

This volume successfully applies the techniques of the shop to the needs of the farm. Attention is given to work with wood, rope, leather, concrete and metal, with many a tip for the amateur plumber, electrician, painter, blacksmith and carpenter who are today's farmer.

Pedagogically, the style of writing is geared to older high-school students, and there is a nice correlation of ample pen and ink sketches with the text. Each chapter, after an introduction, is divided into sections, the titles of which are first listed as "Major Activities". At the end of each chapter there is a selection of practical "Jobs and Projects" for the student, and at the end of the book there is an adequate index and a fairly complete vocabulary of shop terms.

The author's avowed policy of placing his

emphasis on *how* to do things rather than on *what* to do runs counter to the faith of the average dirt farmer and his son that they already know *how* to do things. But this helpful and usable reference book rates a place in the library of any school that serves a farming community.

CARLOS DE ZAFRA, JR.

Living and Learning in a Rural School, by GENEVIEVE BOWEN. New York: Macmillan Co., 1944. 324 pages, \$3.

To the progressive educator, the title of Dr. Bowen's stimulating account of the Riverside School's activities may seem tautological. The justification for the inclusion of both terms, "living" and "learning", is obviously the conventional preconception that "learning" is something that takes place apart from life. But not at Riverside.

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The Story of the Springfield Plan: One Community's Total War Against Prejudice, by CLARENCE I. CHATTO and ALICE L. HALLIGAN. Introduction by Clyde R. Miller. New York: Barnes & Noble, Inc., 1945. 201 pages, \$2.75.

Springfield, Mass., is not the only community in America in which positive, aggressive, over-all, and successful efforts have been recently made to combat prejudice and misunderstanding among youths and adults. Its program has, however, been by far

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Principles of Guidance (Third Ed.), by ARTHUR J. JONES. New York: McGraw-Hill Book Co., 1945. 592 pages, \$3.50.

The third edition of Jones' *Principles of Guidance* is more than a mere revision of his previous publications bearing this same title. It is similar to the others in its calm faith that guidance principles and procedures found effective in peacetime will apply also in the postwar periods of radical readjustments of values and economic "truths". If individual initiative and ability to make one's own choices with a minimum of assistance from others can be developed, the school will have done all that it can do for youth in their unknowable future. The author's contribution is his emphasis on organization and procedures that may ready youth to run his own life.

Several new chapters appear in this edition, including "Guidance of Negro Youth", "Preparation and Certification of the School Counselor", and "The Impact of the War on Guidance".

Education for Action, by WILLARD W. BEATTY and Associates. Washington, D. C.: United States Indian Service, 1944. 347 pages.

This handsome book, prepared by the Staff of the Indian Service, was produced by the Printing Department of the Chilocco Agricultural School of Oklahoma. Its contents deal with the purposes and backgrounds of our culture, including democracy and education; with human behavior and self control; with teaching method, health, guidance, institutional living, and mutual understanding; with regional resources, the impact of war, and Indian arts and crafts; and with personnel and administration.

While this volume and the Indian Service leaflets (in which the topics listed above are treated from month to month) are primarily directed to the improvement of education and other social controls of the communities served by the Bureau, they have proved and will continue to be of very great value for rural-school teachers and administrators everywhere. All educators, whatever their immediate responsibilities, are indeed indebted to Willard Beatty and his associates for their remarkably succinct and convincing treatments of educational issues and problems.

The Workshop, by PAUL B. DIEDERICK and WILLIAM VAN TIL. New York: Hinds,

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This pamphlet was prepared for the Service Center of the American Education Fellowship and the Bureau for Intercultural Education. Succinctly it sets forth the author's conception of the essential characteristics of a workshop; viz., its activities are based on the needs of the participants, each of whom is expected to do something about his problems or his group projects, but in accordance with democratic principles, one implication of which is that its members evaluate the workshop, not vice versa.

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Democracy's Children, by ETHEL M. DUNCAN. New York: Hinds, Hayden & Eldredge, Inc., 1945. 189 pages, \$2.

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The Land and the People of India, by MANORAMA R. MODAK. Philadelphia: J. B. Lippincott Co., 1945. 106 pages, \$2.

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Despite the prominence in the news of the day of India, its people are little known even to Americans who are sympathetic with their aspirations and their efforts to deal with complex forces and conditions that seem almost insuperable. World opinion, if it is to be salutary, needs more than a basis of spiritual sympathy; it requires realism. And such knowledge Mrs. Modak, an American, formerly principal of a girls' high school in India, presents dispassionately.

The Modern American Consumer, by F. T. WILHEMS et al (67 pages).

Investing in Yourself, by RUTH STRANG (90 pages). Washington, D.C.: National Association of Secondary School Principals, 1945. 25¢ each.

Two units of the Consumer Education Study recently issued are part of a series to be made available immediately. Besides *The Modern American Consumer* and *Investing in Yourself*, here noted, other titles include *Learning to Use Advertising*, *Time on Your Hands*, *Economic Choices for America*, and *Using Standards and Labels*. Ten other units are projected. The units are attractive in format, informative, and well written with personal appeal.

It is a job of fundamental significance that Dr. Thomas H. Briggs, Director of the Study, and his colleagues have undertaken. Today as two decades ago (and in some degree throughout the history of the Western world) assertive youth control and are enmeshed in our increasingly intricate economy. If youth bob their hair, discard hats, talk "jive", and purchase exotic roadsters on instalment, their parents and grandparents and their younger brothers and sisters seek prestige by doing likewise. And the wine of such mad "self-expression" unfits the great majorities of the population for the sober realities of sequential economic breakdowns that have followed and may again follow the periods of youthful exuberance.

It may be too much to hope that the school can offset the hoop-la climate of display by the nouveaux riches of youth and adults. It is, however, inspiring that the participants in the Consumer Education Study are working so diligently and intelligently to that end.

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SCHOOL NEWS DIGEST

(Continued from page 241)

BUILDING MATERIALS: Shortages of many building-material and school-equipment items may continue for some time, warns the U. S. Office of Price Administration—and if school officials engage in a general scramble to buy, it may send the prices of these commodities to inflationary levels. But if school officials are informed about ceiling prices and do their part to uphold price regulations, they will help to provide a stable and orderly economic foundation for their own reconversion programs, as well as the nation's. School people can obtain information on ceiling prices for building materials and school equipment from their local price control board, or from the information executives of the nearest district or regional offices of the OPA.

SCHOLARSHIPS: The makers of Pepsi-Cola, a drink which is alleged to "hit the spot", announce an expansion of the annual Pepsi-Cola scholarship program. This school year, 121 full four-year college scholarships will be awarded to high-school seniors who win in the competitive tests. Two scholarships will be awarded in each state and the District of Columbia. Twenty additional scholarships will be awarded to Negro pupils in the southern states, and one each in Alaska, Hawaii, and Puerto Rico. Each scholarship covers: full tuition at any accredited college for 4 years; certain required fees; \$25 a month for 36 months to help defray expenses; and traveling expenses. The tests will be given February 15. Full information may be obtained from the National Administrative Board for Pepsi-Cola Scholarships, 532 Emerson St., Palo Alto, Cal.

DIVERSION: Reading is the favorite spare-time diversion of 41% of adults, according to a recent survey of the National Opinion Research Center, University of Denver. A long way off in second place are arts, crafts, or fine arts, mentioned by 16% as their favorite diversion. Trailing further down were such diversions as sports, movies, and radio.

SUPPORT: Throughout the depression, reports the National Education Association, the U. S. spent more than 3% of annual national income for the support of public schools. In 1944, only 1.5% of national income was devoted to public-school education. School expenditures have lagged far behind increase in national income. When times are bad education suffers—and when money is plentiful, education really begins to feel the pinch.